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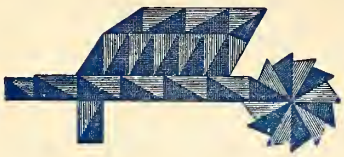
The Kindergarten Primary Magazine

OCTOBER, 1911

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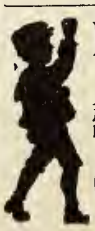
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The Kindergarten-Primary Magazine

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All communications pertaining to subscriptions and advertising or other business relating to the Magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

The Kindergarten-Primary Magazine is published on the first of each month, except July and August, from 278 River Street, Manistee, Mich.

The Subscription price is $1.00 per year, payable in advance. Single copies, 15c.

Postage is Prepaid by the publishers for all subscriptions in the United States, Hawaiian Islands, Philippine Islands, Guam, Porto Rico, Tutuila (Samoa), Shanghai, Canal Zone, Cuba and Mexico. For Canada add 20c and for all other countries in the Postal Union add 30c for postage.

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FOR MORE RAPID PROGRESS.

In addition to the excellent letters from leading kindergartners published in our last issue under this heading we are pleased to give space to three more which follow. Two other communications arrived too late for this issue. In a multitude of counsel there is usually wisdom, it and is hoped that the suggestions offered may assist in forming a basis for active operations later on.

From "Just a Friend of the Kindergarten."

I am just a friend of the kindergarten, not a kindergartner at all, hence I shall offer no suggestions at all but simply state that I am glad this movement has been started. I believe that much permanent good can be accomplished by intelligent, consistent effort, and that every kindergartner ought to be doing something to help along the cause.

From Nina C. Vandewalker.

That a more definite knowledge of the status of the kindergarten in the different states is needed has been recognized by the International Kindergarten Union by the appointment of a Committee of Investigation. The committee will shortly send out a questionaire to school superintendents, to be answered by them or by those who can give the information called for. As the success of the committee's work will depend upon the care taken in replying to these questions it is hoped that the co-operation of those to whom the questionaire comes will be prompt and cordial. The committee is composed of Mary C. Shute, Boston Manual School; Anna H. Sillsel, Kindergarten Supervisor, Dayton, O.; Marion S. Hanckel, Training Teacher, Charleston, S. C.; Alma S. Bingel, State Normal School, Winona, Minn.; Julia Baten, Kindergarten Supervisor, Helena, Mont.; Orietta S. Chittenden, Kindergarten Supervisor, Omaha, Neb.; and Mary E. Hannan, Geneva S. Bower, and Nina C. Vandewalker of Milwaukee, the last named being the chairman.

NINA C. VANDEWALKER.

From Willette A. Allen.

In reply to your questions permit me to say that all indications in the south point to a steady progress of kindergarten. We believe a continuance of this growth will depend upon the ability of each kindergartner to supply the real needs of the special children for which she is responsible. Should the kindergarten fail to increase the child's happiness and to better his health; to develop his power to overcome or surmount difficulties; if the kindergarten fails to show the child morally stronger, from his supervised association with equals in age; if higher ideals and stronger motive to realize these ideals have not resulted from kindergarten experience—then a long life for the kindergarten cannot be expected. The kindergarten proving itself to be an invaluable aid to the mother in child training: the kindergarten recognized by the educator as embodying the early steps in a continuous educational process and forming habits of physical and mental activity conducive to the best intellectual work in the grades; the kindergarten proving an inspiration in daily living will never die though it may in time be merged into a larger form of true education.

If publishers of kindergarten and other magazines having helpful articles on child culture could furnish back numbers for distribution to mothers; if the daily press would grant space for a child-welfare column; if some publisher could afford to print leaflets at a low rate, much impetus would be given to organized effort to acquaint people with the purpose of the kindergarten.

WILLETTE A. ALLEN

APHORISMS: — THE KINDERGARTEN IN THE PUBLIC SCHOOL.

BY DR. W. N. HAILMANN.

1. The modern public school is the child of a new democracy that would accord to all its members equal rights and demand from them equal responsibilities on the simple basis of their common humanity. In America, where this school has so far attained its most consistent development, it is gradually reaching an organization that rests on a broad and unitary view of childhood and youth developing into many-sided generously beneficent life-efficiency whose mottoes are freedom, good will and joy.

In closer detail, this ideal demands vigorous and self-reliant individuality, conscious social intro-ordination, a healthy public spirit, devotion to worthy human ideals, and fitness for some definite life-activity essential to the common welfare.

Not that these things are everywhere and at all times consciously and consistently followed is my meaning. All vital development is rooted in unconscious life-processes and struggles more or less painfully out of and through masses of hereditary and traditional hindrance. Yet an impartial analysis cannot fail to reveal to the patient student the central drift of the movement. It manifests itself in the utterances of leading minds, in halting legislation, in courses of study, in the shifting devices of the school.

2. The very organization of public education clearly indicates this drift. Waiving consideration of the efforts of the home as the individualizing factor in the educational process, we find the state and the community interested successively in the socializing kindergarten, in the conventionalizing primary school, in the nationalizing grammar school, in the idealizing high school and in the specializing college.

Vitally, this organization suggests the analogy of a river system. The source lies in the home. By and by the new individual streamlet is joined by the successive tributaries enumerated above. Each new tributary, it will be noticed, does not obliterate the inner character of the original streamlet, but simply adds to it new significance; and the resulting stream issues forth in its lower course, a rich and effective self-poised individuality, broadened and deepened by the accessions it owes to its tributaries.

3. The central spring in this developing individuality, as in all vital development, is self-activity which in man is destined to become more and more consciously self-directive. This guided Froebel in his educational thought, as well as in his work at Griesheim, at Keilhar, at Willisaw and, ultimately, in the establishment of the kindergarten. Upon this principle hinge the various corollaries of self-revelation, self-expression, self-adjustment and self-realization, as well as the requirements of interest and initiative in exploring and creative activity, of learning by doing, of purposeful social co-ordination in play and work on the pupil's part. Upon this hinge also the demands for "living with the children," and, consequently, for child-study, for suitable interpenetration of developing and didactic measures, of patient following and active leading, of psychological and logical sequence, of analysis and synthesis in thought and action.

4. It is important to remember in this connection that in the Froebelian unitary view of life and, therefore, of the new education the contrasts of analysis and synthesis, of interest and effort, of psychological and logical sequence, of following and leading, of developing and didactic measures, of perception and reflection, are conceived not as antagonistic but as polar contrasts, subject to the laws of mutual attraction and induction universally valid for polar forces. They are, indeed, not distinct entities, but mutually conditioning phases of a unitary entity. They are distinct only in thought, not in life.

Other similarly polar contrasts enter into a vital consideration of educational procedure. Among these the following, at least, call for additional emphasis: the contrasts of individual and social, of actual and potential, of physical and psychical, of concrete and abstract, of natural and spiritual, of thought and feeling, of play and work, of initiative and dictation, of necessity and freedom.

5. In the educational guidance of development, it is needful to maintain in healthy tension of equilibrium the opposite factors of these polar contrasts. Neither the one nor the other can be over-emphasized or emphasized to the exclusion of its mate without incurring danger of impotent diffusion, without arrest or prevention of development.

Thus, by the way of illustration, interest and effort are not hostile, but mutually sustaining factors of life. Interest stimulates effort, dies in its absence; and effort can enter the pupil's life only through avenues opened by interest. The art of the teacher consists

in correlating the two in such a way that they will ever co-exist in healthy mutual tension and serve the needs of unfolding, enlarging life; that, as they recede from each other, they will remain bound together by mutually increasing intensity. To confine the child to unguided interest is to arrest development; and constrained effort, not held in natural tension by interest, prevents development.

Similarly, abstract ideas rest, indeed, upon concrete experience; yet, in turn, concrete experience can extend its scope and deepen its hold upon life only on the basis of growing abstractions. In isolation, concrete experience will be crushed by its own weight into the stagnant pools of empiricism; and abstraction will lose itself in the numberless blind alleys of vague speculation, unless it can find verification in the realms of concrete life.

The education of our day more and more consciously seeks to follow this principle of unity in its measures. More and more fully it appreciates the meaning and urgency of Froebel's: "From life, through life, to life," i. e. from vital experience, through vital thought, to vital conduct Thus does man succeed, as Froebel has it elsewhere, in achieving the purpose of conscious life which is to "make the external internal, the internal external and to reveal the unity of both in life."

6. The same thought underlies also the unity, which is vastly more than harmony, of head, heart and hand. In harmony these are still conceivable as more or less distinct entities: it is still possible to speak of specific intellectual, moral and motor training; in unity they are but phases, different aspects, of one vital entity. The brain is a contrivance not only "to translate thought into action," but also to translate action into ever higher and deeper thought.

In fact, the formulation of this trinity as head, heart and hand is apt to mislead. Conscious life begins in motor phases of life whose symbol is the hand, is realized in thought, appreciated in feeling where, too, the attitudes and purposes of the will are born, and is led, again under the supremacy of thought to achievement in motor phases of life.

Thus we see the flash of the conscious mental act in its wholeness running in this order: hand-head-heart-head-hand; from exploring and discovering to achieving and adjusting motor activity, which again becomes a source of further discovery and so on indefinitely in ever-deepening insight, in ever-broadening purpose, in ever higher achievement and ever closer adjustment in the onward movement that constitutes individual and general human progress.

7. Now in the educational stream (2), the kindergarten adds it's waves to the current of the child's unfolding individuality at a time when, stimulated by the social features of home and neighborhood life, he has begun more or less consciously to yearn for assertion of his individuality in social intercourse with equals which the family cannot supply or guide adequately. Here he is to learn the arts of kindly leadership and patient following in the achievement of common social purpose in free and joyous organic intro-ordination with others.

This is the central purpose of the kindergarten. To this all its measures are more or less directly accessory. Its social games, its marches, its songs, its group-work, its garden-work, its festivals, its division of labor in matters of room decoration, etc., all tend to this. Whenever it engages in more individual or mass-drill with gifts and occupations, in calisthenics, etc., it would do so in socially related groups and with a view of utilizing the skill acquired or the outcome of the work in some social effort.

8. Public opinion still is so far in arrear of the educational needs of to-day and much more so of the prophetic ideals of humanitarian education, that the actual school, in spite of much gratifying progress, still is inadequately organized and equipped to meet these needs. Unavoidable conservative tendencies based upon waning social conditions, coupled with a not inexcusable parsimony in the expenditure of public funds, still continue as hindrances to progress in the adjustment of educational institutions to the requirements of new and dawning educational ideals.

9. That the kindergarten, too,—and more particularly the public kindergarten, must suffer under this unavoidable condition, goes without saying. Among its unfavorable consequences, some of which will be touched upon later on, I shall here confine myself to pointing out the serious drawback that comes to its work from the practice of overcrowding.

It must appear on first flash, as it were, that the transfer of children from the intimacy of home and neighborhood life to the kindergarten with its new and strange faces and impressions will come to them as an exciting event. Naturally, on entering the new environment, they will seek—some furtively,

others boldly—some familiar face, some welcoming feature with which they can feel at home. If they fail in this, they will be prone to shrink from contact, to withdraw into themselves and, in spite of endearing efforts on the part of the kindergarten or prospective comrades, to manifest their new isolation in a variety of ways, ranging from fear to obstinacy, from tears to boisterous self-indulgence or fierce revolt. And the greater the crowd, the greater the mischief.

The unprejudiced observer cannot fail to be filled with admiration for the ingenuity, tact and patient energy of the kindergartners in their by no means unsuccessful efforts to reduce the retarding influence of the crowd upon their children. Yet, even where they succeed in securing a fair measure of introordination and community of feeling, opportunities for leadership and intelligent following on the children's part are much reduced, and the development of social tendencies as factors in the expansion, invigoration and liberation of individuality is constantly and greatly hampered by the persistent crowd.

10. On the whole, however, one cannot fail to note the fact that the crowded condition of the kindergarten has brought into its work much that is artificial, much that borders on routine, that the kindergartner bears more than her legitimate share and the children less than is their due in the common life, that initiative and self-activity are clogged, that the freedom and joy of self-unfoldment are variously hampered, and that constant effort is needed on the part of those entrusted with leadership in the conduct and development of educational institutions to lift public opinion into fuller and clearer appreciation of its responsibility in the matter.

11. Already in the family and still more in the kindergarten, the conventionalities of life in matters of conduct receive constant attention; they enter the habit-life of the children through imitation in play, as well as under direct training. In fact, from the point of view of the primary school, the value of the kindergarten is measured largely by the habits of formal attention, of promptness, of obedience, of ready adaptation and self-reliance in common work, of politeness and regard for propriety which the children bring to their work.

The children bring to the school, moreover, considerable familiarity with number and form relations and with things, fair control of the fundamental conventionalities of language and manual dexterity, sympathetic interest in the life of nature and in the occupations of man in community life, and not a little appreciation and command of the beauti es of song and rhythmic movement.

12. Upon these foundations, the primary school, under the ideals of a new education, is to continue the work, taking care not only to avail itself of the children's habits of attitude, but to bring these more and more under the conscious control of growing insight and increasing deliberateness of will.

Their play-work is to proceed less and less under the stimulus of caprice and more and more under that of the necessities of their tasks; in their common work, co-operation is to be sustained decreasingly by the pleasure it affords and increasingly by a deepening sense of responsibility; as their outlook widens, they are to grow in spontaneous eagerness for instruction and for the control of logical sequence; from the predominantly material thought symbolism of the kindergarten, they are to pass freely through a richer pictorial symbolism to increasing appreciation of the value of the conventional symbolisms of language and number that claim predominance in the work of the primary school; the crystalizations of concrete experiences in defining and classifying abstractions are to engage the children's spontaneous attention more and more, as they gain in realization of their value in the achievement of purpose in thought and action.

In the details of method, for which there is no place here, this demands unbroken continuity, the avoidance of abrupt change in environment and in measures of procedure, steady adhesion at every point to the desired outcome of the entire educational process, which is the development of rich and beneficently effective, self-poised individualities (2).

In a large sense, the primary school is still a kindergarten, but with increasingly wider scope, larger opportunity, greater intensity and persistence of purpose, deeper joy of achievement. It still retains in a large measure the social games, the marches and songs, the group and gardenwork, the festivals and, to some extent, even the occupations of the kindergarten, but increasingly nearer to the accuracies and intricacies, increasingly nearer to the compelling actualities in purpose and achievement of conventional social life.

13. In the gamuts of mutual attitude between teacher and taught—in which the teacher is successively guardian, guide, exemplar,

leader, friend and companion, and the taught correspondingly yield implicit obedience, are spontaneously observant, fondly imitative, cheerfully following, affectionately and dutifully co-operative,—there is steady advance.

14. In the distribution of the work in courses in study, insofar as such courses are still imperative, this should afford at every point ample means and latitude for the stimulation of natural interest, of spontaneous purpose and independent achievement. No subject should ever become wholly an end of study for the sake of mere knowledge, but should at all times constitute in some measure a means to some end in achievement.

Number and form, e. g., should be considered not so much for their own sake only, but rather and chiefly for the sake of better appreciation of the qualities, uses and relations of things and of the nature and needs of life; and these things, in turn, should serve not merely the gratification of even scientific curiosity, but the stimulation of thought and action with reference to the pleasing or useful expression of some kindly purpose through language or art, in work or deed. The children should be led not to mere information and the repetition of information, but to some degree of real efficiency in benevolent self-expression.

In short, there is need not only for the apperception of ordinary pedagogic parlance which considers only the acquisition of additional knowledge, but, all along and at the same time, for the deeper phases of this process by which knowledge enters attitude and purpose and which may be designated as its introceptive side.

15. For this, social work is indispensable. Not only the ordinary games, marches and songs in which the children join, as a rule, in doing the same thing at the same time or which, frequently, have a clearly competitive character. These are by no means to be discontinued: the former secure a desirable feeling of oneness; and the latter are effective factors in the development of individual power and self-reliance, and afford valuable practice for the exercise of individual freedom under the recognized law of the game. But, in addition to these, there is needed social work involving division of labor with reference to common ends beyond the scope of individual achievement and requiring unity of effort on the part of each and all. In much of this, it is possible and desirable to organize tasks in which individuals of widely varying ability can contribute, each, their best, of which the orchestra presents a striking example and which I am tempted to gather under the term of orchestration.

Such exercises derive their great educational value from the fact that, with reference to the end in view, the humblest and the proudest in skill are apparently of equal importance: none can be spared. Mutual appreciation, self-respect and self-confidence, mutual gratitude and whole-souled devotion to the common purpose, a sense of organic unity without loss of individual worth and freedom, are among the gains of such exercises.

16. The familiar and, indeed, unavoidable slowness of the institutional phases of social life in their adjustment to the demands of progressive thought, even in public opinion, constitutes of necessity a retarding factor in efforts of the school to secure an organization and equipment that may satisfy these requirements.

Thus the parsimony, to which reference was made above (8, 9) in connection with the massing of children in the kindergarten, operates detrimentally also in the primary school, encumbering attention to individual needs and effective grouping, compelling repression of initiative and natural self-activity and the substitution therefor of constraint and artificial incentive.

Here, too, we still meet crowds of children in relatively small rooms that peremptorily exclude freedom of motion, enrichment of environment and opportunity for varied socially organized self-expression. Here we find, moreover, much strict grading on the basis, not of essentials of interest, of developed power and earnestness of effort, but of certain externalities and conventionalities of information, more or less arbitrarily prescribed by administrative officialism that has only a vague and perfunctory interest in the children and, consequently, takes refuge in the so-called subjects of instruction. With teachers and pupils, therefore, regulation largely takes the place of life, passive submission the place of active good-will, patient endurance the place of the joy of achievement.

17. Nevertheless, thanks to the persistent insistence of enlightened educational thought, reinforced by the scientific tendency of the age; thanks, perhaps still more, to the spirit of universal motherhood that has assumed a beneficently aggressive attitude in social evolution, in associated effort and in the large share it is taking in the work and management of educational institutions and which is

conferring upon the current age the title of "the century of childhood," these defects in the organization and equipment of the school and, more particularly, of the primary school are steadily yielding.

Largely to this spirit is due the phenomenal development of the kindergarten in less than thirty decades and its acceptance as an integral part of public education, as well as the gradual introduction into the work of the primary school of the educational principles typified in Froebel and sometimes designated as the kindergarten principles or as the kindergarten spirit.

18. Under the beneficent sway of this spirit, there are coming into the primary school, many tendencies which, in spite of the stolid hindrances of institutional sluggishness in matters of progress, are destined to vitalize its work. By way of illustration, I enumerate among these the following:

It is teaching respect for the child's thoughts and feelings, his experiences and interests, as the groundwork for further development.

It emphasizes the value of initiative and self-expression in every phase of the work and is beginning to assign to instruction its true place of service in the achievement of purpose.

It is revealing the value of play and of the play-spirit in leading the children to earnestness, persistance and endurance in effort; as well as the value of manual and other motor activity in the acquisition of knowledge, in the expression of thought, in the achievement of purpose, in the development of character.

It is setting forth the stimulating value of beauty in sound, color and form; the value of song, rhythmic movement and artistic endeavor in every phase of the child's development.

It is showing the value and need of love of nature and of the sympathetic nurture of life in the unlocking of the deeper springs of the child's being; as well as the value and need of stirring and fostering of social tendencies and, thus, bringing into the school the sunshine of well-doing and banishing the mists of envy and greed.

It is convincing parents that active and aggressive interest in the school on their part can never be wholly delegated and that its abdication to other interests means arrested development and, therefore, loss of life-efficiency and of happiness to the child and consequent deterioration of the community.

19. Now, the very intensity of living on the part of earnest souls frequently exposes them to the dangers of a new one-sidedness in their work, when they come under the spell of new truth. Of this we meet a number of instances in the renovation of the primary school.

Thus, the discovery of the heretofore neglected value of interest has led in some instances to the neglect of effort. Similarly, the discovery of the value of the child's initiative, of the leading importance of spontaneous development, of material and pictorial symbolism, of concrete experience and the rest, has led in many directions to damaging neglect of corresponding polar contrasts (4) which are so essential in the effective unfolding and expansion of the child's life. And this has operated as a new factor in the arrest of development, and is furnishing powerful weapons to the friends of established systems in the organization and equipment of the schools.

20. On the other hand, there has come to the kindergarten deterioration from another cause. Under the pressure of traditional encumbrances of current school systems, not a little reinforced by its efforts to render itself less obnoxious or more acceptable to these systems, the kindergarten fell in some respects into schoolish ways, more or less foreign to its spirit and not to be explained by the mere overcrowding of the rooms.

Housed, usually, with the other departments of the school, in one of the large school palaces, of whose imposing magnificence a foolish civic pride makes so much, the kindergarten was compelled to submit in many ways in its work to the routine of an artificial external order. There came into its work, therefore, a certain schoolishness, hostile to the eager, spontaneous life of the kindergarten.

21. Prominent among the symptoms of this disorder is an excessive intellectualism, an inordinate haste to instruct, to furnish information for information's sake, rather, than as a welcome incident in meeting the needs of the children in the achievement of their purposes. Stories are told with this object, prematurely explaining natural phenomena, introducing the children to the verbiage of historic incidents and of literary productions, wholly beyond their grasp of appreciation; games and songs of similar import are constructed by the teachers and taught like lessons in a book; much of the so-called art-work takes its points from grown-up conventionalism and ignores the child's ways of aprpoach to these modes

of self-expression; the gifts and occupations, too, serve perhaps more frequently as subjects of study than they do as rich and flexible material for individual and social self-expression; even sympathetic intercourse with nature and the nurture of its life is not rarely transformed into "nature-study."

Coincident with this, there is occasion to notice in the position and movement of the children, as well as in the attitude of teachers, evidence of much artificial constraint looking toward external order and over-direction, rather, than toward the spontaneous order of joyous development under social impulse and "living with the children."

Children pass from the morning circle to the tables, from these to the game, etc., at stated intervals of time and in fixed order, as classes in the school pass from subject to subject; in the work at the tables, imitation and logical sequence are the rule and initiative and psychological unfoldment comparatively rare; even in the circle games, children are in many instances under the silent command of circles pointed on the floor; programs and timetables are often as binding and as much loaded with details as they are in the "well-regulated" school.

22. These strictures are in no way to be interpreted as a criticism of the kindergarten as such, and much less of the kindergartners. These are not primarily, at least, responsible for the faults indicated. In the majority of instances they are the unwilling victims of conditions they cannot control, and earnestly labor to improve every opportunity to free the children from the schoolish fetters that hold them captive. This they must patiently and resolutely do, or abandon the high purpose and destiny of their mission.

And liberation will surely come, is coming, in the measure in which established institutional factors succeed in adjusting themselves to the requirements of the educational insight and of the social evolution which the current centuries are revealing.

THE BUNNY RABBIT.

The bunny rabbit came last night
And laid some eggs for me;
I made a nest down by the gate,
He couldn't help but see—
And when he laid the nest all full,
He ran away and hid!
I'm sure I saw the bunny come—
At least I almost did!

—Sara Josephine Albright.

THE TRUE RELATION OF THE KINDERGARTEN AND THE PRIMARY SCHOOL.

By Mrs. W. K. Linscott,
President of the Mobile City School Improvement Association.

The kindergarten in the public school is an integral part of a system. It bears the same relation to the primary school as the primary bears to the secondary, and the secondary to the high school. Their relation is correlative. Each is a part of the whole. The kindergarten is the first part, of the beginning.

The principles of the kindergarten are the principles of the fundamental educational laws. The kindly old gentleman who founded the kindergarten, had long since written "The Education of Man," in which he expounded a philosophy of education so profound, so comprehensive, and yet so practical that its so-called "developing method" dominates all modern educational thought and experiment. The kindergarten is perhaps the best and most valuable exponent of this philosophy, and as such needs no defense.

This paper does not concern itself with the relation of the home to the kindergarten. Obviously this relation is intimate and vital, being maintained by the child, his parents and his teacher. The kindergarten is the logical connecting link between the home and the school. It receives the child as he is; tests his physical, mental and moral ability; gathers valuable data concerning his parentage, home and community, and introduces him to life in the public school. Eventually the law will pay more regard to the heredity and early environment of the child, but at present, the state's work proper begins with the public school, where, with more or less success, it endeavors to give the child the trained ability to gain knowledge and to use it.

There is great diversity in the quantity and the quality of preparation for education given the child in his home: Some, like Chesterfields gentleman were excellently prepared a hundred years before they were born; others are somewhat prepared through the instinctive wisdom and honest endeavor of modern progressive parents; still others, like poor Topsy, have "just growed" into the school entirely unprepared; some, indeed, have been sadly retarded, hindered, and even marred in the making. No child's experience

should be left entirely to chance, and from a purely pedagogical standpoint, it is the province of the kindergarten to receive this heterogeneous class of children, and by awakening and guiding their self activities, quickening their powers of observation and perception, training their hands to some dexterity, and by leading their spirits towards appreciation, self control, self reliance, resourcefulness, fairness and co-operation, to prepare them for the work of the school. Primarily it is the work of the teacher in any grade to prepare the child to live his life; but secondarily she prepares him for the work of the succeeding grade, co-ordinating the correlated studies, for as Froebel says "That which follows is always conditioned on that which goes before," and "No new subject of instruction should be brought to the pupil, unless he at least feels vaguely that it is based, and how it is based, on previous work." Likewise, tho the kindergartner is trained to think primarily of the child himself, his life and his daily interests, yet the very nature and methods of her work of creating apperceptive centers prepares him for the work of the primary school. Efficiency in this work of preparation for education demands a genuine and unsentimental love of children, natural ability, trained skill, experienced judgment, a progressive mind, and a faithful adherence to the fundamental laws of Froebel, coupled with a conscientious, intelligent, and unflagging industry.

Story and song, play, work and pictures in the kindergarten give the child those clear mental images which alone make words *alive* and *usable*. The dictionary may be memorized, but the vocabulary contains only the words which bear the vivid image of the object, idea or action which they represent. The beginning of the phonics lies in the imitation of sounds of animals, machines, and tools in the songs and games of the circle. The custom of marking the child's daily work with his name, not only cultivates his sense of individual possession, but also incidentally familiarizes him with the form of the written word, and it is not uncommon for him to readily recognize his own and other names, and also, the titles of games and songs in the teacher's book.

Drawing and designing begin with the crayola, brush, scissors and clay of the kindergarten, where free drawing, painting, cutting and modeling are the actual self expression of the child. Appreciation of his work necessitates the cultivation of the ability to see the object or the idea *as the child sees it,* for

"He draws the thing as he sees it
For the God of things as they are."

The beauty forms, given him for busy work, good pictures upon the walls and observation of the endless charms of nature give him the requisite ideals for artistic production.

Music in the kindergarten is what Henderson calls "a human art." It is used as a means, not an end. It stimulates the will to do. It cultivates the senses and emotions, without which activities are mechanical. It commands, entreats, encourages, and inspires. It is a vehicle of expression to the child, who sings because he feels like singing, and who feels like singing because he is wholesomely happy. Many a little "shut up posey" opens wide its lovely petals under the witching spell of music. Not a single rudiment of music is taught in the kindergarten, yet the beginning is there. The ear is accustomed to accuracy of pitch and purity of tone, and the soul is brought into beautiful responsiveness to musical rhythm and expression.

Not only the foundation, but the ideal system for all physical training lies in the play and games of the kindergarten. *To play*—this is the child's own beautiful, unerring pathway to physical development. From free play to play and organized games; from games to competitive sport and athletics, lead him on from kindergarten to college, from whence he enters upon his life work, sound of body, clear of brain, fair of mind, brave of spirit, and by "the rules of the game" trained to that quick obedience to law, and that cheerful co-operation with fellowmen which makes a good citizen.

The number faculty appears to develop early in the child, and while formal number work in the kindergarten would be atrocious, yet the wise kindergartner takes cognizance of, and provides light exercise for this sense when it manifests itself. Counting the children on the circle, and the petals of the flower, or the times the ball is tossed, all such concrete number work seems to give positive pleasure to the child, and is the first logical step in number development. It is impossible to calculate the exact time required for the child to ascend from the perception of the concrete, to the perception of the abstract number conception. The steps may be taken quickly and easily, or they

may be slow and halting. The crime is to hasten the natural ascension. Why this inexorable forcing of the child mind? Why pull him up by the roots from the kindergarten to transplant him prematurely to the primary school, only to hurry him from grade to grade ever requiring of him some work which he has not the ability to perform until tomorrow, and which it is positively injurious for him to attempt today? Is it to get rid of him to make room for his little brother? Is it to prove the power and efficiency of the school machinery? Is it a competitive exhibition of the teacher's ability to keep him moving? Or is it but the foolish American habit of "Hurry Up?" Post a sign in the school house: "Stop! Danger! Go Slow!" What avails this eager pace? This boy has all his life in which to learn. If for economic reasons he may not tarry long in the school room, give him *less* work there, and that work *better adapted to his future needs.* Well meaning votaries of the kindergarten are wont to claim that it is a time-saver to the State, but the State can well afford to give the child time if the time is well spent. What is needed is not *faster work,* nor *more work,* but *better work.* The kindergarten child may not do his work any faster, but undoubtedly he does do it easier and more intelligently than the child who has not received the kindergarten training.

Such is the brief suggestive outline of the *pedagogical relation* of the kindergarten to the primary school. In passing it should be remembered that *any formal work* in the kindergarten is not to be considered.

The kindergarten follows, guides, and sustains the natural development of the child, and the work of preparatory training referred to, is purely incidental though none the less efficient.

The philosophical or psychological relation of the kindergarten and primary school is more profound than the technical relation, yet equally vital and close. In its last analysis it is the theory that if a little is good, more is better. If the inherent principles of the kindergarten are correct and successful, why not apply them to every department of education? Hughes enumerates the distinctive characteristics of Froebel's philosophy to be as follows: Child study, unity, self activity, early training of the sensations and emotions, the theory of evolution, individuality, co-operation, nature study, objective work, the educational value of play, the harmony between spontaneity and control, and symbolism. And he says "The principles upon which the kindergarten processes are based are fundamental principles which should guide the teacher in the work of teaching and training the child throughout its school course."

The kindergarten works according to the development method following the natural evolution of the soul of the child. It considers his interests, his needs, his individuality, and his happiness. In this regard the kindergarten bears the relation of a bright and successful example, not only to the primary, but also to the other grades. If its methods were adopted on up to the university, the work of public education would be more delightful to teachers and pupils, more effective in attainment, and more popular with the taxpayer. The ideal school will project its course of study upward from the kindergarten, following, not an inflexible man-made program, but the *child himself.* He is a safe guide, for God made him in his own image, and handicapped by heredity, and bound by environment though he may be, yet in the main, he is true to his divinely implanted instincts, and unerringly follows the marvelous law of evolution.

The kindergarten bears yet another relation to the primary school, a personal, co-operative relation established by the teachers themselves, and thru them, extending to the pupils of both schools. Mutually interested in the child himself, and his successful school career, the primary and the kindergarten teachers take friendly counsel together, devising new ways and means of drawing their departments nearer together, that the child may be easily and happily ferried over the narrow river which flows between the little and the big school. The most perfect co-ordination and correlation of the kindergarten and the primary school may be effected by the modification of the primary methods and program, the projection of the kindergarten theory and work, and the interchange of training and work of the primary and kindergarten teachers.

It is sometimes said of the kindergarten child that he is difficult to manage and interest, and not inclined to hard work. But "O why should the spirit of mortal be proud" of some of the methods of managing the child, which are employed in even the most advanced primary school? In the bright lexicon of the kindergarten there is no such word as "discipline." Better than blind obedi-

ence is free obedience. Better than coercion is control. Better than negativeness is positiveness; better than mechanical following is self direction. In the application of Froebel's methods, control and spontaneity work in perfect harmony. The child plays and works freely, but always within limitations and under the rules. Froebel called the kindergarten the free republic of childhood, and claimed that "The will is strengthened only by voluntary activity. By striving to create the beautiful and the good, the feelings are developed, and by all lawful, thoughtful, free activity the mind is cultivated." The gradual comprehension of this thought has modified to a very great extent the so-called discipline of the schools. However, so long as one teacher is required to govern and to impart specified knowledge to forty pupils according to an inflexible program and schedule, there must of necessity be a somewhat different regime in the primary from that in the kindergarten. And as the kindergarten of today must prepare for the primary of today, perhaps it would be well during the last few months of his kindergarten training to give the child some instruction and drill in the rules which will regulate his study and conduct in the primary.

As for the allegation that the kindergarten child is difficult to interest and disinclined to sustained work, it would be well to discover several things before passing judgment. In the first place, has the child in question ever attended a model kindergarten directed by a well-trained, practical kindergartner. Again, has he remained in his kindergarten until he has located himself, and found his self expression. The educational process of the kindergarten fits every child, but it requires more time to succeed with some than others. A primary teacher recently asked a kindergartner "At what age do you think a child should pass from the kindergarten into the primary school?" She replied: "*When he has been fully awakened, even though he be ten years old.*" And the primary teacher, mentally comparing the work of the thoroughly awakened kindergarten child with that of the child who had been taken too soon from the kindergarten to primary, said, "I believe that you are right." And again, have the real interest centres of this child been sought for and discovered, and has he been led by a skillful and tactful primary teacher to that productive self activity which sustains the new found interest. The truth is, that to keep this awakened little being happily employed is no small task. It requires the application of real thought and the expenditure of much nervous energy. But it pays. After all, this is the child's inalienable glorious right—to be happy in congenial work. Henderson says, "It is of far greater importance that children should live sincerely; that they should put joy and heart into their occupations; that they should do well the things which they want to do, than that they should satisfy any pedagogical plan of older people's devising."

Interchange of training of the primary and kindergarten teachers causes the scales to fall from their eyes, and each beholds the other's work with intelligence, fairness, and appreciation. The primary teacher then no longer looks upon the kindergarten as a day nursery, and upon its director as the holder of a sinecure. She understands that the kindergarten is a scientific developer of apperceptive centres, and that the kindergartner herself, has spent several years in study and in practical training under the instruction and guidance of such scholarly friends of little children as Blow, Hill, Hofer, Harrison, Wheelock and Emilie Poulsson. The kindergartner no longer looks upon the primary school as a dark and gloomy prison into which her free souled little pupils must go, to bruise their tender wings upon the cruel bars. She knows that on the whole the modern primary school is a delightfully interesting place, the aims and methods of which are gradually and successfully being modified and adapted to meet the actual needs and interests of the child.

If interchange of training and work is impracticable, there still remains to the teacher the opportunities for consultation, comparison, and co-operation. Magazines, books, ideas and suggestions may be profitably exchanged, it being actually imperative that each carefully consider the other's plan of work. Visits may be exchanged, the primary pupils enjoying a skip or game on the circle, and a glimpse of their little brothers and sisters happily at work at the tables.

And the kindergarten children may occasionly try fitting themselves to the fascinating little desks, and become familiar with the equipment, teachers, and work of the primary grades. The co-operative kindergartner will write a record of those about to enter the primary school, giving the teacher a working knowledge of the child, his physical and

mental ability, his leading traits of character, and present general condition of development. The thoughtful interested primary teacher will carefully and eagerly study this child chart, that she may steer clear of the rocks and shallows, making a safe anchorage in his little heart.

This co-operative relation of the kindergarten and primary school is more effectively maintained when it is fostered and encouraged by the principal himself, and thru his influence extended to the teachers and pupils of the entire school. The older children love to help the little ones, and the possibilities for co-operation between the kindergarten and the grades are limited only by the will and ingeniousness of the teachers.

The subject of this paper is not devoid of interest to the primary teacher of the town and rural school. To know and understand the aims and work of the kindergarten and its relation to the school work is of real educational value. The kindergarten has come to stay, and in some form or other it is on its way to every school in the State, and when it comes it should be received, not as an interloper, but as a constituent. Its advent should be welcomed. Its methods appreciated, and it's co-operation solicited. Consolidation of schools means that the rural community will secure as good educational advantages as are possessed by city and town, and so the kindergarten is coming to the rural school. Then indeed it will come unto its own, for where will it find such beautiful opportunities for organic culture as are found in "the fields, the roads and rural lanes." "Sweet is the lore which nature brings." But the kindergarten is not selfish. All that it has it shares; all that it discovers it proclaims; all that it hopes it expresses. And the rural teacher need not wait for the coming of the kindergarten. She may even today reach out and pluck of its fruit to feed her little flock. Armed with a good kindergarten magazine, a little correspondence with a successful, practical kindergartner, and the wealth of material lying on the very threshold of the school house, she may make a very ingenious and helpful adaptation of some of the games, manual training, and blocks of Froebel. A circle of the entire school in the yard may enjoy some of the rhythmic, symbolic and modified games of the kindergarten. A long table under the trees, with the yard benches around it, and the whole school may cut, paste, model and construct, working up the community interests, such as the truck farm, the dairy, the saw mill, the mine and the factory. Not one but several sand tables may be built by the large boys and used in connection with every branch of study. The children may bring refuse lumber from home, or it may be donated by some nearby mill, and by working before or after school hours the boys can build a doll house out in the yard. The furnishing of this house would supply busy work for many happy moments. Designing its wall paper and rugs, pasting and framing pictures, constructing cardboard chairs, beds, etc., all this would prove fascinating work for restless little fingers, giving glorious opportunity for real creative self activities. The fifth and sixth Froebel gifts of building blocks, (in the large size) may be secured for desk work for the younger children, also the soft colored balls for sense games. Pine needles and cones, sweet gum balls, grasses and flowers, birds and animals, all this and more for the sense impressions and number work. Enviable indeed! And best of all the flower and vegetable garden, dug and prepared by the older pupils, and planted and cultivated by the entire school. What, says the rural teacher, added burdens? No, not added burdens, but added zest, interest and joy. It is all in the day's work. What matter an added burden, so the work's well done. *Today is life.* To live freely, gladly and generously, *this is success.* Not to live and be done with it, but to live and to glory in it, *this is power.*

With some special reading, permission from the proper authorities, and not with greater but more intensive effort, the rural school teacher possesses the most enviable opportunity for experimenting, not next year, but this spring, in organic education, applying the kindergarten principles to the whole school. For the philosophy of Froebel is indeed applicable, not only in the beginning, but in every stage of human development. It is based and built upon the *fundamental law of unity* or inner connection, and the *fundamental process of self activity*, following the natural evolution of the body, mind and soul of man.

It is good to be alive today. It is good to be a teacher. It is good to be going to school. It is good to have children to send to school. Something is doing in the educational world. Sons and daughters are prophesying. Young men are seeing visions and old men are dreaming dreams. And all

who run may read that education is coming to mean, not alone the seeking of knowledge, or the possession of knowledge, *but the use of knowledge.* Knowledge of truth is valuable only to make men true. Knowledge of history is useful only to make men wise. Knowledge of mathematics, to make men accurate. Knowledge of science to make men powerful, and knowledge of literature and the fine arts, to make men lofty, emotional and expressive. *To be* and *to do,*—these are imperative. *To know* is to help men *to be better* and *to do more.* And all these things shall be added unto you—to have, and to give, to gain and to lose, to love and to serve, to hope and to endure, to strive and to conquer.

The time is approaching when educational theory will have become practice; when effort will have become attainment and ideals will have been realized. And in that glad day, all will look back and say, *"In the beginning was the kindergarten and the primary school."*

ONLY A BLACK-BIRD.

The other night Elsie was sitting in the hammock, and something made such a loud noise in the woods back of her.

"Oh, mother, mother, what is it, do you think?"

"Only a doggie, I guess, dearie. Don't be afraid. Watch, and maybe you will see him come out."

Elsie did watch. Her little heart went pit-a-pat, but not for worlds would she have said she was frightened. No indeed!

Such a noise! Surely it must be something bigger than a dog. Elsie held her breath as the noise came nearer, and then—what do you think? Out he comes! A little black-bird, hunting for worms in the cool of the evening!

Everybody had to laugh at poor Elsie's dis-Comforture.

Blessed is the memory of those who have kept themselves unspotted from the world! Yet more blessed and more dear the memory of those who have kept themselves unspotted in the world.—Mrs. Jameson.

This above all: To thine own self be true;
And it must follow, as the night the day,
Thou cans't not then be false to any man.
—Shakespeare.

A good book is the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life.—Milton.

AESTHETIC DEVELOPMENT OF CHILDREN AT THE KINDERGARTEN PERIOD.*

By Caroline Crawford.

The change that has come about in the educational viewpoint has affected not only the practical and scientific aspects of education, but promises to modify and reconstruct the æsthetic and cultural phases as well.

We demand every branch of activity to prove itself with an emphasis never before realized in the educational world. The very term "fads and frills," seen so often in the daily papers, is significant, in a vague way, of the logical process at work in the socialized consciousness, and to no other subjects so much as to those which come under the general title of art do we find given this particular term of derision and reproach. This usage is in itself proof that we are no longer satisfied with the once accepted reasons for the teaching of the arts, nor have we, on the other hand, fully arrived in consciousness as to the practical everyday value of the arts in this work-a-day world.

Such a statement as this often brings out a challenge from those who have given their lives to the support of the cultural factors in education, and who feel that to recognize the questioning attitude which is abroad begs the existence of any acknowledged value in the æsthetic side of life. It is not that the values of the arts have disappeared,—values like these do not disappear,—but they have changed their base; and this shifting of the ground is due to the forces which are pushing us to justify the arts from the evolutionary aspect of life.

From this standpoint, two conditions are demanded in the treatment of any subject,—first, its function must be stated in terms of the process of growth. It must be shown to be a necessary as well as a merely desirable feature in the life-history of the individual. As an isolated and insulated activity is a useless thing, its position and value can be determined only by finding its very definite and practical relations to all the other phases of experience. Second, every subject must be treated as dynamic. Somewhere it has a starting point as a psychological process. That beginning and the consequent phases of development become increasingly important as the shifted base is realized.

Socially, we have become conscious of the first condition, and while we have gone far

beyond Spencer's statement of the value of the æsthetic education, when he said that play and art were alike in that both were useless so far as the great ends of life were concerned, there remains a constant questioning of the use and value of the arts. The position finally accorded them will depend upon a definite study of the second condition. We are still working upon the beginnings of the æsthetic instincts and their development in a most fragmentary way. We recognize vaguely some relation between play and art and we insist upon the child's right to play because such activity is instinctive; but we are yet attempting to define the process of development of these activities in such a manner as will unify the practical and æsthetic elements.

Believing that the further defining and clarifying of the second problem will cause the first to disappear, this paper is an attempt to show the beginnings of the æsthetic instincts and the phases of their development during the earliest years of life. The first period of growth represents a time when the child is mastering, in the sense that he is experimenting with, certain co-ordinations which give him a partial acquaintance with many things. His reaction is directly to the thing presented, and is usually of the duration of the presented object. When that disappears the response fades away, and not until the thing itself is again presented to the senses is there renewed activity. With the repetition of these experiences there gradually develops a control of the activity which is combined with the establishing, through the continued functioning, a value which we call an image, and which is due to the qualities acquired through function. These values, or images, change from day to day, year to year, according to the what and how of experience.

But gradually another manifestation appears. The response to the image is not so direct; a part of an old experience will suggest all of it, then one image will suggest an activity related to it. A stick becomes a horse to mount. One broken dish will furnish the imagery necessary for an elaborate dinner. To a little child, one swallow almost makes a summer. Such a process as this goes on until all the activities which are prominent in the previous time of growth are tried in relation to each other. The images are played together in many forms. The constructive instinct is seen at work in this tendency to try out and find relationships and values. All of the child's doings and all of the actions of the people about him are molded into plots. This second period of growth becomes, then, a time when images are known as they are measured in proportion to each other. They become parts in related wholes.

This constructive tendency which shows itself in plot-making, or the building of a whole out of parts, has been misunderstood in the past, because we were not sufficiently familiar with the earliest form of expression. The child's first language is the use of the action itself with which to represent his image, then the most emphatic part of the movement is made the symbol of the activity. And this gesture language (if we use the term in its large sense) is deserving of far greater study than has yet been given to it. The child constructs with movement language while he is gradually building up a translated language of sounds associated with these activities. All sorts of objects are used to help out the plots, and to keep his images before him. One recalls Stevenson's famous description in his essay, Child's Play: "We grown people can tell ourselves a story, give and take strokes until the bucklers ring, ride far and fast, marry, fall, and die; all the while sitting quietly by the fire or lying prone in bed. This is exactly what a child cannot do, or does not do, at least, when he can find anything else. He works all with lay figures and stage properties. When his story comes to the fighting, he must rise, get something by way of a sword, and have a set-to with a piece of furniture until he is out of breath."

As he becomes more expert in his expression the child drops the objects and carries his related images along with movements and sounds (words and tones). Rhythm then begins to play an important part. And this plot-making, which in its first forms we call the dramatic game, is the beginning of the expression of relationship values. As such an expression, it is also the earliest art in the child's life. It is important to note that these related images are first chosen from the child's own experiences. It is here in the playtime of life that æsthetic education begins.

This very important dramatic game has been looked upon with a varying degree of indifference by three different sets of teachers. In literature it was scorned as played by children, then teachers suddenly tried to make the jingle of Mother Goose rhymes, which represent the dregs of folk games and dramas, stand for the beginnings of literature. Teachers of music discounted the old melodies

partly because they were considered too simple for musical form, and partly because they were written in old modes and therefore not understood. And teachers of physical education in all forms of activity, have not even recognized any different end to be attained in the dramatic game than there is in the games of skill.

It remained, therefore, for the kindergartners to preserve the older games for us, but even they have been forced by the social pressure to study the game, not as an art form, but as recreation and exercise. We find dramatic games classified, therefore, according to the form of playing or the subject, or even as exercises for the different parts of the body.

We wish to suggest the principles in the arts of representation, as they are illustrated in the evolution of the dramatic game, and show how the composition of the plot develops in complexity of dramatic structure and mode of expression. When the images expressed reveal only the moods of a plot, we find the earliest forms of the dance. This representation is through what we often call rhythm. The child walks and runs, leaps and hops and whirls. If we see these movements without relation to the mood invoked, it seems farfetched to speak of a plot, but watch a child and you will always see cumulative effect in the repeated movement. The climax may come very soon, and the movement fade away, or there may be a whirling climax to the drama. The representation of joyful or sorrowful moods is always found to have the same relations of beginning, middle, and end, that we find in the highly evolved dramas of grownups.

Froebel's Mother Play is a fascinating study of the simplest plots in dramatic contrasts presented through pantomime and gesture. Think of the plays in which the child relates such fundamental things as up and down, toward and away from, here and away, coming and going, fast and slow, sweet and sour, etc. Then we have representations in which the image is more closely defined by contrasting different parts of the body, as hands and feet, hands and head, etc. Many old folk games are to be found of these forms.

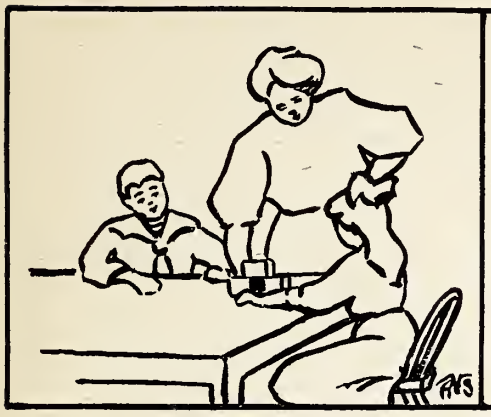
The element of surprise enters into the plot in many ways. One of the most familiar is when one child suggests something to do. This is a new character in the story that comes and goes in most unexpected ways until the child's experiences are quite exhausted. Follow My Leader is a story told through movement. It begins with gusto, works up its climax, and may have either a tragic or a comic ending according to the leader's ability.

As the child's imagery develops, we find a more and more definite presentation of ideas added to the moods. Sometimes this description is in gesture, as in the "shoemaker's dance," sometimes in moods, as in many games beginning, "This is the way," etc. As the child plays on he begins to add words of quality as well as the descriptive terms. Types of well-developed plots are found in such games as Would you know how doth the farmer? Here the important parts of a year's life are related in the story and expressed in mere mental repetition. We find, on the other hand, as marked illustrations of highly developed games built with contrasting elements. Between such complex games as these, and the folk ballad, which was sung and danced by the group, there is no dividing line that can be drawn. We have touched the accepted beginnings of both literature and music in the history of the race.

And this embryonic art is the nucleus from which all the arts develop, for the other two arts of movement—music and literature—are but more highly evolved representations of complex relationship of life.

From the evolutionary standpoint, this first art represents the free relating of the values of experience in order to further define their value. And this greatest end of art, to represent the values of life, calls for the plastic manipulation of the forces of daily struggle and enjoyment. Such manipulation can come about only when there is a better understanding of the beginnings of the artistic impulses in the life of the child, and when there is more definite knowledge of the evolution of art forms. The kindergarten must free itself from a few fixed types of games in order to study intelligently the child's normal growth in artistic representation, and the elementary school must begin to study the evolution of the arts from the earliest manifestations in the play period of the child's life.

Art, from this point of view, is a necessary factor for the process of growth. Such a reading of the meaning of æsthetic education would teach children how to build the daily forces of life into forms of beauty, and would teach the values that are worth while, for the ability to choose and promote those activities which produce the most beautiful relationships comes from much experimenting with the relating of life's values, through forms which are beautiful because true.



—PRACTICE DEPARTMENT

KINDERGARTEN DAILY PROGRAM.

NORAH KEOGH

OCTOBER.

Monday—

Circle. Talk of spiders.
Rhythm. One child weave in and out among other children on circle.
Table 1st. Designs with 4th gift. Imitation.
Table 2d. Clay modeling of ball and cube.
Games. Sense games and pussy wants a corner.

Tuesday—

Circle. Story of Bruce and the spider.
Rhythm. Same as above but more difficult.
Table 1st. Sewing picture of spider's web.
Table 2d. Designs with circular tablets.
Games. As above.

Wednesday—

Circle. Re-telling of story. Begin talk of frogs.
Rhythm. Marching introducing new figures.
Table 1st. Continue sewing of spider's web.
Table 2d. Designs with colored sticks.
Games. Ear test, telephone game.

Thursday—

Circle. Discussion of spiders and frogs. Spend circle time in taking a walk to see outdoor creatures.
Rhythm. Rest time to tell what our walk has given us.
Table 1st. Drawing cat-tails with colored pencils.
Table 2d. Designs with square tablets.
Games. Telephone game and "I spy."

Friday—

Circle. Review week's talk and story.
Rhythm. Review of all learned.
Table 1st. Unfinished work.
Table 2d. Free choice.
Games. Free choice.

Second Week.

Monday—

Circle. The fall season; the coming winter; its signs.
Rhythm. Falling leaves and sleeping flowers.
Table 1st. Free cutting of differently colored leaves.
Table 2d. Clay modeling of leaves.
Games. "I spy;" "How do you do."

Tuesday—

Circle. More signs. Special mention of the light and dark.
Rhythm. Falling leaves, sleeping children and moon-beams.
Table 1st. Free cutting of moon and stars for booklet of week's work.
Table 2d. Pasting of first table work.
Games. Color game for boys and girls. Red and blue in different ends of yard stick. Boys rise when red is up and vice versa.

Wednesday—

Circle. Moon does not give enough light at night. Mention artificial lights used. Teach Winding the Clock from Gaynor I.
Rhythm. Dramatization of three-days' circle talk; sleeping flowers, sunshine, moon and stars, sleeping children.
Table 1st. Charcoal drawing of electric light hung between two tall posts.
Table 2d. Rows of posts in peg-boards.
Games. As above.

Thursday—

Circle. More about lights. Small places use street lamps. Use of candles and lamps in houses.
Rhythm. Begin marching in fours.
Table 1st. Make street lamp poster. Paper-cutting and pencil drawing.
Table 2d. Sand table; make houses of sand and hang electric light (1st gift ball) between two yard sticks.
Games. Competition game with 1st gift balls.

Friday—

Circle. Week's review.
Rhythm. Week's review.
Table 1st. Make book covers
Table 2d. Unfinished work.
Games. Free choice.

Third Week.

Monday—

Circle. Getting ready for winter-in and out-of-doors.
Rhythm. Nature rhythms all ready used to dramatize circle talk and continue marching in fours.
Table 1st. Free cutting of trees on folded paper to make group of trees.
Table 2d. Clay modeling of cylinder.

Tuesday—

Circle. Take walk and observe the trees and ground and all other signs that show Mother Earth's preparation for cold season.
Rhythm. Use this time for rest and free talk.
Table 1st. Brown crayon drawings of bare trees; on narrow panels.
Table 2d. Mounting these on larger dark mounts.
Games. Bean-bag competition game. Throwing bags into circle. Choose sides and keep score.

Wednesday—

Circle. Putting vegetables in the cellar. Mention them. Who helps?
Rhythm. Wheel-barrow motive from Anderson's Characteristic Rhythms.
Table 1st. Card-board modeling of wheel-barrow.
Table 2d. Finish 1st table work or make wheel-barrow of triangular and circular tablets.

Thursday—

Circle. More about preparation; warm clothing.
Rhythm. As yesterday.
Table 1st. Cut articles mentioned from catalogue.
Table 2d. Paint ribbons.
Games. As above.

Friday—

Circle. Review week's talk.
Rhythm. Review
Table 1st. Free drawing.
Table 2d. Free choice
Games. Free choice

Fourth Week.

Monday—

Circle. Brownies and Fairies. General talk of Hallow-E'en.
Rhythm. Quiet marching.
Use rest of session for Hallow-E'en party, with apples and pop-corn for lunch.
Games. Bite apple hung from string; duck for apples; feed pop-corn blind-folded.

Tuesday—

Circle. Brownie story from Cat Tails and Other Tales by Howliston.
Rhythm. Use this week for review of marching forms learned—all done quietly as brownies.
Table 1st. Free cutting of pumpkin-faces from orange-colored paper with charcoal features. These make effective border for kindergarten.
Table 2d. Clay modeling of pumpkins.
Games. Brownie game from Gaynor I.

Wednesday—

Circle. Re-telling of brownie story.
Table 1st. Making brownie poster of orange back-ground and black cutting paper.
Table 2d. Finish posters and mount.
Games. As above.

Thursday—

Circle. All about Brownies. Tell story from Kipling's Just So Stories. Teach Gaynor's "The Fairies" from Songs and Scissors.
Rhythm. As before and Jolly is the Miller.
Table 1st. Free drawing.
Table 2d. Free building with Hennessey blocks.
Games. As before.

Friday—

Circle. Review.
Rhythm. Review.
Table 1st. Free cutting.
Table 2d. Free choice.
Games. Free choice.

NOVEMBER

First Week.

Monday—

Circle. The miller and how he helps us.
Rhythm. Marching as wheel.
Table 1st. Second gift as a mill.
Table 2d. Clay-modeling of Bear story.
Games. Jolly is the Miller, from Mari Hafer's Singing Games.

Tuesday—

Circle. The bags of corn and wheat the farmer brings to miller. The way farmer helps.
Rhythm. Farmer carrying bags on his back. The wheel marching.
Table 1st. Fold and paste picture of mill.
Table 2d. Build mill with third gift and cylinder of second gift.
Games. As above.

Wednesday—

Circle. Last two days' talks reviewed and the story of The Three Little Pigs begun.
Rhythm. As before.
Table 1st. Make pin-wheel and fasten on stick.
Table 2d. Build mill with Hennessey blocks in sand-table and make river.
Games. Running with pin-wheels.

Thursday—

Circle. Story reproduced so far and continued.
Rhythm. Continued as before.
Table 1st. Sew picture of coffee-mill.
Table 2d. Build mill with fourth gift.
Games. Sense games. Blind-fold and touch child on circle. Guess who it is by sense of touch.

Friday—

Circle. Review week's talks and story.
Rhythm. Review.
Table 1st. Unfinished work.
Table 2d. Free choice.
Games. Free choice.

Second Week.

Monday—

Circle. Introduce subject of the Indians.
Rhythm. Ten little Indians from Mari Hofer's singing games.
Table 1st. With sticks, tents and trees.
Table 2d. Clay-modeling of tents.
Games. Out-door games; ball; tag.

Tuesday—

Circle. Habits of the Indians.
Rhythm. Ten little Indians.
Table 1st. Gift work with slats—making bow and arrow.
Table 2. Free drawing of what we know about the Indian; wigwams, trees, etc.
Games—More as above.

Wednesday—

Circle. Clothing of the Indian.
Rhythm. As above.
Table 1st. Cutting picture of Indian from black cutting paper.
Table 2d. Mount same on red mounts.
Games. Out-door games—hide and seek.

Thursday—

Circle. Story of Hiawatha—selected parts.
Rhythm. Indian march with shooting-sound of arrow through the air.
Table 1st. Cut and fold canoe.
Table 2d. Sew sides of canoe with Raffia and draw pictures on it.
Games. Indian games.

Friday—

Circle. Review talk.
Rhythm. Review.
Table 1st. Unfinished work.
Table 2d. Free choice.
Games. Free choice.

Third Week.

Monday—

Circle. The pilgrim story. Leaving England because they wanted to go to their own church. The Mayflower—2 babies born. The landing in the cold. Their thankfulness.
Rhythm. Indian march.
Table 1st. Drawing—picture of moat on water. Mount.
Table 2d. Make boat with tablets.
Games. Dramatization of circle talk.

Tuesday—

Circle. Their hard winter. Building houses and church in the cold and snow. Their hardships. The kindness of the Indians.

Rhythm. Pilgrim march with guns and shooting.

Table 1st. Fold picture of house and mount.

Table 2d. Build church with Hennessey blocks.

Games. Further dramatization.

Wednesday—

Circle. How the Pilgrims taught the Indians to grow corn in the Spring. Their mutual helpfulness.

Rhythm. Indian and Pilgrim march.

Table 1st. Girls make aprons and boys make collars—like Pilgrims wear.

Table 2nd. Free-cutting of Pilgrim scene; trees, houses, Pilgrims.

Games. March with aprons and collars on.

Thursday—

Circle. All the week's talk and story of the Gingerbread-boy.

Rhythm. Bears, Indians, Pilgrims.

Table 1st. Slat-work—make gate.

Table 2d. Build log-house with clothespins.

Games of Indians and Pilgrims suggested.

Friday—

Circle. Review.

Rhythm. Review.

Table 1st. Unfinished work.

Table 2d. Free choice.

Games. Free choice.

Fourth Week.

Monday—

Circle. The Pilgrims' Thankfulness. Their first Thanksgiving Day.

Rhythm. Bears, wind, blowing trees.

Table 1st. Cutting and mounting turkeys.

Table 2d. Tables set for dinner—pegboards; pegs with Hailmann beads for legs. Set with Hailmann cubes and cylinders.

Games. Dramatization of Pilgrims inviting the Indians and the dinner made and eaten.

Tuesday—

Circle. Our Thanksgiving Day. What we can do to show our thankfulness.

Rhythm. Song Mr. Duck and Mr. Turkey from Neidlinger.

Table 1st. Making envelopes to send invitations.

Table 2d. Clay-modeling of turkey and platter.

Games. Blind man's buff, hide and seek.

Wednesday—

Circle. How we intend to celebrate Thanksgiving Day. Free talk among children. What they will have. Who will be with them, etc., etc. Let circle last as long as needs be. Make cranberry sauce on circle, all helping to stir, etc. After the cranberry sauce is finished, have a party. Girls help with table-setting. Boys invite the Indians. Pilgrims in collars and aprons. Indians with beads and feathers. Children have brought their lunches to-day to help with the party. The cranberry sauce is served with the rest.

PICTURE STUDY OUTLINE.

All children are interested in pictures of animals with which they are familiar, or in pictures that tell some story of child life.

Children are ready to meet us more than half-way in picture study, but it is necessary that a picture chosen for study in the primary grades should tell a story, should convey a message.

First—Let the children find out what there is in the picture.

Second—Make them see why it is chosen to be there.

Third—Let children and teacher tell a story which is suggested by the picture (this step is interpreting the thought which the artist wished to express).

This plan gives first place to the material side, and leaves the art side to follow as it may.

Results will vary according to the brightness or dullness of the pupil, and the brightness or dullness of the teacher.

Fourth—Ask what made us give the story about (some certain part of the picture). This will bring out the choice of chief figures.

Fifth—Mount the picture on a stiff card. To do this, locate it on the card, making the places for the two upper corners with a pointed pencil; touch the upper corners with a little paste, and press them down with a soft cloth, being careful to keep them in place.

Relative to the teacher's study, we advise that she would be familiar with the leading



CAT FAMILY—By Jules Adam.

facts in the line of the artist's life and be able to tell them simply to primary children. She should bring out such incidents as will best interest the particular pupils in her class. Concentrate the attention of the children on one picture, if it is large enough, or have copies of small ones for each child. Both ways are desirable.

Cat Family.

By Jules Adam.

[Jules Adam, a German artist, inherited his talent and tastes from his father, Albrecht Adam, who was a famous painter of battle scenes. Almost nothing can be learned of the son's personal history. His best-known paintings are of animals.]

This picture appeals to the little ones because it touches their own possessions.

The serious old tabby is aroused by the mischief of her kittens. She has lain in quiet and at rest, as is shown by her hind legs; but she is disturbed, as may be seen by her rumpled fur and tail.

One mischievous kit has been silenced by her paw; notice her lips, open as if she were speaking to him in cat language. While she holds him in check, another kitten is making ready for a scramble over her body.

In the background are two more kittens, engaged in rough-and-tumble play. The ray of light is so placed as to necessarily be almost hidden. The hay and the rude room suggest an outbuilding of some sort.

How many cats are here?
What are they?
How can you tell?
What is each one of the kittens doing?
What is their mother saying to them?
Tell about your own kittens.



STORIES, GAMES, PLAYS
RECITATIONS, MEMORY GEMS, ETC.

THE BARNYARD.

MAUDE EDWARDS

Willie was a little boy who lived in the city. One summer his mamma said, "Willie, would you like to visit your Uncle Hiram who lives in the country? He has a great, big farm, where there are lots of trees,—and, oh, ever so many animals!" Of course Willie wanted to go and one day Uncle Hiram came with a big wagon that made a funny loud noise on the street, and took him out to the farm.

What do you suppose was the first thing Willie met? It was a great, big, black dog called Fido, who came running out and saying, "Bow, wow, wow!" That meant "How do you do, Willie?" you know. Willie was too sleepy and tired to see any of the other animals that night, but the next morning he, Uncle Hiram and the dog Fido, went to the barnyard,—the place where all the animals lived. Uncle Hiram opened the big gate and in they went. Right near the gate there was a great big brown thing with horns, which nodded its head to Willie, and said "Moo-oo." What do you suppose it was? Yes, a cow! We have all seen cows haven't we?—but Willie hadn't, for you know he lived in the city where the cows never go on the streets. And he was very frightened when he saw this one, and caught hold of Uncle Hiram's hand. Uncle Hiram laughed and said, "It's only Molly, the cow, who gave us that nice, warm milk you had for breakfast." After that Willie wasn't quite so much afraid.

Standing near the cow was another strange animal—all white and woolly. When it saw Willie and Uncle Hiram, it went "Baa baa," which meant "Good morning, Willie, good morning." "That is a sheep or lamb," said Uncle Hiram. "Feel how soft its coat is. Your stockings and sweaters and all the warm things you wear in the winter are made from it." Willie put his hand on the sheep's back and it was so nice and soft and curly!

"Gobble, gobble, gobble!" Willie looked at Uncle Hiram when he heard that funny noise. Uncle Hiram laughed. "That's what the turkey says," he told Willie. "See, there he is!" Now, Willie had eaten turkey on Thanksgiving and Xmas, but he had never before seen one with all its feathers on. And it was so funny. It had a great big tail of feathers which opened out just like a fan, and a queer red thing under his mouth that wiggled when he said "Gobble, gobble." Willie liked the turkey and he laughed to see how proudly he walked around the barnyard—(for turkeys are very proud birds, you know).

There was a funny white bird waddling in a pool of water near the turkey. It was a very ugly bird Willie thought, for it had a very long red mouth, and its feet were very queer; they made it walk so funny! just as if it were going to fall over on one side, and then the other! "Quack, quack, quack," it called when it saw Willie and Uncle Hiram. What do you suppose it was? Why, yes, a duck! How many have ever seen a duck? They aren't very pretty birds, are they? Well, Willie didn't like this duck, so Uncle Hiram said, "Come over here and I'll show you something very nice." What do you suppose it was? A rooster, a hen, and some of the prettiest yellow chickies you ever saw! "Oh, oh," cried Willie, who had never, never seen chickens before you know. "Aren't they pretty, Uncle Hiram?" The rooster stood up straight and tall,—he was a very handsome bird—and crowed "Cock a doodle doo o!" very loudly; then mamma hen called all her little babies, like this, "Cluck, cluck, cluck, cut, cut," and the little yellow chickies all hid under her wings, crying "Peep, peep, peep!"

Willie liked the chickens so well that he asked Uncle Hiram if he could stay and play with them for awhile. "Well, just watch them, Willie," said Uncle Hiram, "and when you leave the barnyard, be sure to push the gate shut, for if you don't all the animals will get into the garden and eat up my plants." "Oh, yes, I'll remember," said Willie, and Uncle Hiram went off leaving him and Fido with the animals.

Willie had a very nice time watching the proud turkey and the funny duck, and the handsome rooster and the pretty yellow chickies, and he stayed there a long time. Then he heard Aunt Mary calling, "Willie, Willie,"

and he remembered she had promised him a large piece of cake. So he and Fido ran quickly out of the yard, through the big gate, and on towards the house. Willie had forgotten all about the gate, children! But Fido hadn't, and when he saw all the animals crowding towards it, to get out, he knew that something was wrong. And what do you suppose he did? He ran right back to the gate, and barked just as loudly as he could, until Uncle Hiram heard him. Uncle Hiram hurried to the gate and closed it before any of the animals got out. Then he patted Fido on the head and said, "Good dog, good Fido."

And after that, children, whenever Willie went to the barnyard, Fido, always went with him, "to help him remember," as Uncle Hiram said.

THE LITTLE TREE'S LESSON.

Helen I. Castella, Clementon, New Jersey.

The little tree pushed it s head up through the moist, rich earth for it s first glimpse into the world. There had been lots of rain, and the weather was so warm that perhaps the little tree grew faster than it should have done, for it grew so tired presently that it put out it s arm toward a friendly old pine which towered high up in the sky. There was just room, by stretching out, to touch it, and the support felt so good that it was not long before the little tree was leaning it s whole weight comfortably against the friend in need.

But the farmer and his boy were taking a walk down through the orchard one afternoon, and what the kindly old gentleman saw, made him stand still and shake his head.

"Run and get me the axe, Joe boy, there's a little tree here that bids fair to be a fine specimen when it grows up straight and tall by itself. It has started to lean against this dead branch of the pine."

When the farmer had chopped away it s support, and the little tree was left depending on itself, so far away it could reach nothing to help it to stand, it began to cry and moan.

"Oh, I shall die, I shall die! My back aches so badly I cannot even try to stand up any more."

But it soon found that the more it bent over to the ground, the more it ached, and raising it s head a little, it heard the friendly pine calling to it.

"Look up, little brother, look up. If you will try to stand up straight, and grow about three feet taller, perhaps I can reach you with this arm, and give you something to lean against up here."

The little tree did try. It resolutely turned it s head upward, and endeavored to hear what the big trees were talking about, way up in the air, and presently it found, to it s delight, that it s back had ceased to ache, and it could toss it s leaves in the air as proudly as anyone.

"Now, little brother," said the old pine slyly, some weeks later. "Just put out your arm toward me, and I think I can catch you, and pull you up."

But the little tree had learned it s lesson. "No, thank you," it said promptly. "Since I have learned to depend on myself I have grown better looking, and straighter and stronger. I am going to try and be what the old farmer prophesied for me, a fine specimen."

A LETTER FROM THE CHOO-CHOO TO THE TINY BOYS AND GIRLS.

Helel I. Castella, Clementon, New Jersey.

"Choo-choo-choo, get off the track, everybody. I've had my orders to carry all these hot, dusty people down to the seashore, and to go straight through, without any stopping, till I get there.

That is why, when little girls and boys do not heed my loud, screeching whistle, sometimes they get run over.

A railroad has it s orders, and like the boys and girls, it must obey, or something is sure to happen. Never try to cross when you hear me hooting in the distance, cause maybe I was told not to stop, and then, if you try to cross, and I cross at the same time, there is sure to be trouble.

FOR FIRST GIFT.

My dear balls in colors bright
Red and yellow, orange, too;
Three, that makes, but here, three more,
Come to play a game with you.

Green, blue, violet, make six
Colors like the rainbow clear;
Let us hide them—quick, away!
They will not come back, I fear.

One is gone, now two, now three,
They are hiding far from me;
Four, five, six have joined the rest,
We must call them back, I see.

Come! red, orange, yellow, green.
Blue and violet—Come! we say.
In this basket, safe and sound,
They must rest from their fine play.

PLAY FOR SECOND GIFT.

Three new playthings, hard and cold;
Cube quiet, never moving,
O! Sphere away from me has rolled,
He surely needs reproving.

The other one is Cylinder,
Of all, the most obliging;
For he stands still or moves about
But always, he needs guiding.

Now with this string, I'll hold Sphere up
And swiftly send him twirling
As round he goes, he's never changed
Still Sphere though he is whirling.

But if I hold Cube by a string
Put at the edge or corner;
He changes sometimes to a cone,
Sometimes two together.

With Cylinder, I'll do the same,
Again two cones are showing
But string at face will show a sphere,
All this is well worth knowing.

Because the three are different;
Yet, twirled are like each other.
I think the string a fairy is
Do you not think so, mother?

NOT PEDAGOGICAL.

BY BLANCHE CHALFANT TUCKER.

When Baby goes to bed at night,
(She's such a little tot)
I always keep a light turned low,
E'en when she's in her cot.
For Baby doesn't like the dark;
Mayhap, in this, she's right,
As all things sweet and lovely thrive
Far better in the light.

Sitting beside my darling's bed,
I bid her go to sleep,
When, truly, 'less I sing a song
Doth she begin to weep!
I am not pedagogical
You say? Oh, no, no no!!!
We're foolish mothers, coddling them,
The birdlings, 'fore they go.
But, sometime when we're lonely,
And nights are still and long
We'll want our birdlings back again
To coax us for a song!

When wealth is lost, nothing is lost;
When health is lost, something is lost;
When character is lost, all is lost!
—German.

As you live so will you die,
As the tree falls so will it lie.

THE HAPPY FAMILY.

Lena E. Buck.

In the treetops up so high
There is something that I spy.
Open wide your eyes of blue
Then I'm sure you can see, too.
Can you guess what I can see
As I look up in the tree?

It is something round and brown,
The cosiest house in all the town.
Mother bird is sitting there
And there's something 'neath her care.
If you wait then you shall see
Some tiny birds up in the tree.

Now the mother lifts her wings,
Do you see the babykins?
Here comes father to the nest,
He is gay Robin Red Breast.
Now he looks at you and me
Then to the nest in the tree.

He has been to get some food
For the hungry little brood.
See them stretch their necks so high
They know father bird is nigh
With a worm for them, you see
They are hungry as can be.

Now we see them all together
Father, baby birds, and mother
And their home that's up so high
In the tree tops near the sky.
Don't you think that they must be
A most happy family?

St. Louis, Mo.—A feature of the management of the schools this year will be the development of the kindergarten-primary section of the schools. Mr. Blewett proposes to use the kindergarten rooms in about thirty of the schools for afternoon sessions, as well as forenoon kindergarten session. This, he says, will enable the schools to accommodate about 900 more children in kindergarten and primary work than were accommodated during the last term, without additional room or the employment of additional teachers. About thirty kindergarten directors and paid assistants, who have been engaged only in the forenoons, will be busy all day under the new method. The development of this branch follows on the heels of the measure by which 5-year-old pupils were admitted to the schools. Under this rule 1,912 children under 6 years old were enrolled during the last term of school, the new rule being adopted about the middle of the term.

Marshalltown, Iowa.—Miss Nellie C. Morey of Ottumwa, a graduate of the University of Chicago, is in charge of the kindergarten in the Anson building.

KINDERGARTEN GAME

"THE FAIRY HOURS"

For Juniors, with Music.

Composed by S. A. Turk and Jeannie Turk, head mistress College Trained Certificated for Kindergarten, etc.

In Honor of the Coronation.

(All rights reserved.)

Gipsy (dressed with red cloak with hood, dark hair and crooked stick):

"Why are you here my little friend?
I suppose to find out what the fairies send!"

Child (dressed in smart clothes):
"Yes, good dame, I wish to know
Whether my degree will be high or low,
If I shall in a carriage ride,
And of all my friends be their joy and pride.

Gipsy:
"Child, you are vain, you seek for a life
Of ease and pleasure, where temptations rife,
Time will pass for you on laggard wings;
To the hours move round your measure sings."

Child:
"Dame, you speak very unkind,
Just because I want a nice fortune to find."

(Child steps inside the ring of the 12 little girls dressed as fairies who represent a clock and move round to suitable accompaniments).

Gipsy:
"Here comes a sweet and gentle face
What brings you here my hut to grace?"

Child:
"Dame, I am poor, my mother is weak,
I wish a brighter fortune to seek,
Tell me, I pray you, where can I find
Rest for her body, peace for her mind,
Gipsy, be kind, ask the fairies to send
Some of their gifts our poor lot to amend."

Gipsy:
"Child you are rich, your heart is gold,
A parent can never feel the cold,
In a love, so rich, it gilds the hours,
They must pass as if in fairy bowers."

(Child goes inside circle. Lively music, mazurka step).

Gipsy:
"And you, my fine fellow, what do you ask?
That you come my powers of foresight to task."

Boy (Generosity):
"Dame, I am here to know, if I can
Be of any use to my fellow man.
I am lonely, I have no father or mother,
And I yearn to help some sister or brother."

Gipsy:
"A philanthropist great, and grand,
You will one day, in your country stand,
Honoured, and with that honoured name
Will come the memory of the gipsy dame."

(Boy goes inside the circle while the circle of fairies move round to a march).

Gipsy:
"Lo, who comes here with his head bent low,
An idler, a lazy one, all the world may know."

Lazy Boy:
"Old woman, I pray you, tell me where
I may find rest, and pleasure, no dreary care,
All things come to hand without any toil,
I do not care these white hands to soil."

Gipsy:
"Fie then for shame, thou lazy loon,
Hold yourself up and begone very soon,
Or I'll send a legion of fairies to chase
Your fat body on, in a long hilly race."

(Gipsy chases lazy boy round the circle twice, fairies dancing round to a gallop with tambourines).

Gipsy:
"Here's another frail one who longs for a peep
Into the future. I'll not her long keep."

Girl:
"Old woman, I've come to know if you will
Give me a proof of your wonderful skill,
I do not of course believe your old tales
Still there's the fun and amusement it always entails."

Gipsy (shaking child):
"Be off, Miss Impertinence, and manners learn,
Or you will find little respect in the end you'll earn.
I'll shake you if you stand there laughing at me,
Your hours will in worthless pleasure flee.

Girl:
"You are very angry with me, good dame,
And I must tell you I do not at all like my name,
Miss Impertinence."

(Girl goes inside circle and fairies dance round polka).

Gipsy:
"You, my son, are a scholar profound,
Yet your eyes are seldom raised from the ground."

Boy (with books and spectacles, dressed like student, college cap):
"Yes, good dame, I have studied deep
The Sciences, while others sleep,
And now I seek my proper sphere,
Will you, old friend, whisper it here?"

Gipsy:
"A schoolmaster some day you'll be
Then there's better times you'll see
Useful, your hours will pass each day
A noble, unselfish life will be yours on the way."

Boy:
"Thank you, good dame."

Boy goes inside (March).

Gipsy:
"You are an honest son of the soil,
In healthful labour you daily toil."

Boy, with flower pot, dressed as gardener:
"Dame, I work from morning till night
I love the toil, so the labour seems light
I love to watch the brown earth give
Life to my plants, as they bloom and live."

Gipsy:
"Simple pleasures bright and fair,
Ever with your life will pair,
Contentment, rest within your hours
Brighter than your sweetest flowers."

Boy goes inside circle (Gallop).

Gipsy:
"Here comes a rogue, his laughing eyes
Are full of mischief and surprise."

Boy, with saw and apron, dressed as a carpenter, whistling:

"Yes, I am a carpenter, good dame,
They call me Mr. Mischief, I don't mind the name.
I like a bit of fun as well as any lad
I don't think, after all, you'll call that very bad."

Gipsy:
"You are a hard worker, you deserve fame,
Be an upright tradesman and all will respect your name,
Don't let your fun ever carry you astray
And the hours as they move will pass merrily away."

Boy:
"Thank you, good dame, I wish you the same."

(Boy goes inside circle, hours dance round Schottische).

Gipsy:
"Now then, Miss Sulks, what have you to say?
Nothing, then I'll wish you a very good day."

Sulky Girl:
"Old woman, don't talk to me in that style
I never heard anyone scold such awhile,
You are like all the rest, nasty and cross,
If I hear nothing from you, it will not be much loss."

Gipsy:
"Get thee gone, thou suky maid,
Fairy hours, I call your aid,
Chase this naughty child a mile,
Till you win from her a smile."

(Girl runs round circle and fairies buffet her lightly with tambourines. Gallop).

Gipsy:
"Here comes a little girl tidy and fair
A bright ribbon is on her dark brown hair."

Tidy Girl:
"Yes, dame, I love to wear nice clean dresses,
To keep in place with a ribbon my dark brown tresses,
A nice clean apron to finish it all,
A bright clean home, if my friend should call."

Gipsy:
"Child, you will a careful housewife make,
If many your example then would take
Their hours would pass in useful pleasure,
Joy, and gladness in moments of leisure."

Girl:
"Thank you, good dame, fortune is kind
I'll try to keep your good advice in mind."

(Girl goes inside circle. Waltz).

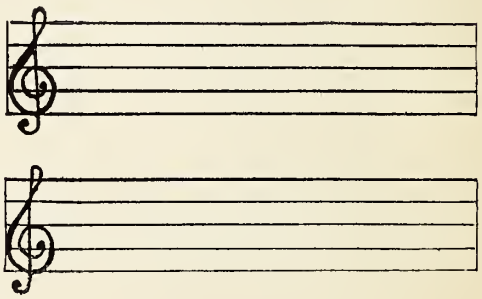
Gipsy:
"Here comes a warrior brave and bold,
You come to have your fortune told."

Two boys, dressed as soldiers, with gun, and as sailors:

"Yes, good mother, you see a soldier here
A gallant brave, who knows no fear,
A Tommy Atkins now you see
Will I ever higher be?

Gipsy:
"Why, you must a general rise,
And your honour you must prize,
Ever, then, be brave and true,
And great honours come to you."

(Song by soldier boy; at the end fires; sailor boy falls).



Gipsy:
"Now, my bonny sailor boy
I declare, you are looking coy."

Sailor Boy:
"Yes, good mother, I come to see
What kind fortune will bring me."

Gipsy:
"A naval captain you will be,
Because you love the deep blue sea,
And the hours will quickly fly
'Mid the stirring scenes of going by."

(Both soldier and sailor go inside circle. Military March).

Gipsy:
"You, my lad, are a jolly miller,
You're the boy who can earn the siller."

Miller, with sack on back, and cap:
"Yes, dame Grump, please take off that hump
Oh, fie, did I not spy you take a lump

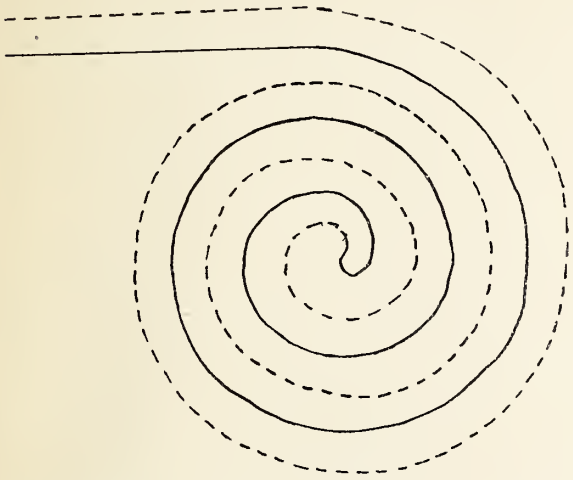
Of my hay, from the stable close by?
And that bump is a lump of my hay you took on the sly."

Gipsy, dropping her hump:
"Be silent, sir, and I cast on you this spell
That you'll never to anybody tell
My secret, my fun, not by any chance my name
For this is only, after all, a Kindergarten Game."

Miller:
"And a very pretty one, now join us in the dance
With gay and sprightly music, our audience we'll entrance." (Schottische.)

Then Gipsy, and Miller behind, lead off, and all follow into a serpentine march.

March off stage, each child bowing and beating tambourines.



NOTE—Dotted line indicates manner of marching off the stage.

Burlington, Iowa.—Miss Ruth Brooks has resigned her position as teacher in the Burlington public kindergartens.

Brookline, Mass.—The new Michael Driscoll school building, now nearly completed, will have accommodations for two kindergartens.

Geneva, Neb.—Public school kindergartens are to be established in this place. R. W. Eaton, the superintendent, is making the necessary arrangements.

Portland, Ore.—Mrs. Samuel Norton, an experienced kindergarten teacher, has been engaged by the Irvington Club to carry on the kindergarten branch of the playground movement.

Hyde Park, Mass.—Public school kindergartens have been established here this year. There are six classes, one each in the Grew, Greenwood, Damon, Hemingway, Trescott and Weld schools. The teachers are Miss Helen Mooar, Miss Florence Damon, Miss Henrietta Starke, Miss Evangeline Boggs and Miss Mary L. Hersey. There are about 175 children in the classes.

ETHICAL CULTURE

HOW ANNA HELPED TWO LITTLE BOYS.

BY CARRIE C. RENNIE.

One bright day in June, Anna arose early that she might go out in the country to see her little cousin who was sick in bed and had been sick for three weeks.

She helped her mother fix a nice basket of goodies that sick people could eat, then she put on her hat and with the basket in her hand she ran and kissed her mother good-bye as the car was coming and she had to catch it or else she wouldn't be on time at the drug store where the carriage was to meet her to take her to the country home.

"Good-bye, mother."

"Good-bye, my little girl, take care of yourself and don't be any trouble to any one."

"No, mother, I'll try not to."

Waving and kissing her hand she stepped on the car.

As she took her seat on the car, what do you think she saw in the seat in front of her? A little boy who was crying. She waited for a few minutes to see if she could tell what he was crying about, but she couldn't see anything around him to make hir cry, so she leaned over and said, "Hello, little boy, what are you crying about?"

"I'm crying because I've lost Frisky."

"Well, who is Frisky?" asked the little girl.

"Frisky is my little dog and I loved him; he started out with me to take a walk and before we had gone very far, he started to run after another dog and I called and called him, but he went so fast that he couldn't hear and I haven't seen him since he turned the corner by that yellow house."

"Well, don't cry. I'll help you find him; he'll come home when night comes, because all little dogs like to come home at night, just like boys and girls do."

By this time Anna was almost in sight of the drug store, so she asked the little boy if he wouldn't like to go to see her little cousin who was sick.

"I would like to, but I have to go home because mother doesn't know where I am."

"John will drive by your house and I can ask your mother to let you go."

"What is your name and where do you live?"

"My name is Harold and I live two squares

from the drug store on the same street."

"That is fine; we go right by your house any way, and I can ask your mother—oh! here is the carriage waiting for us, come on quick, I am so happy."

"Let me help you with your basket."

"No, I thank you, it has some custard in it, and I know better how to carry it because I have carried it before."

"Good morning, John."

"How do you do, little Miss?"

"I am right well, thank you,—John, this is a little boy named Harold, and he is very sad because he has lost his dog so you will drive us by his home, to ask his mother to let him go with me, wont you?"

"Yes, certainly, jump in,—where is the house?"

"Just two squares up this street," said Harold. "Yonder it is, that white house."

"All right. Get up, Sadie, these little people want to have a nice ride."

And Sadie surely did hurry; before they knew it they were in front of this cottage where Harold lived. Harold jumped out of the carriage and there was his mother watering the flowers to keep them from dying. He told her about meeting this little girl, and asked if he might go with her to see the little sick boy in the country.

"Yes, you may go, but wait a minute; I have two roses in bloom and I would like for you to take them to the sick boy; it will make him so happy," said his mother.

Harold called to Anna to wait just a minute until his mother could cut some flowers.

Holding the flowers very carefully they rode on.

Every now and then Sadie would pick up her ears as if she was getting frightened, but John said she was looking out for her colt which she left at home and that they could see the colt when they got to the barn.

Sure enough, just as they came to the house there was the colt, looking for his mother to come, and as soon as he saw her he began to neigh so his mother would know he was glad to see her. As they drove up in front of the house they saw Harry at the window. Anna was so glad to see him sitting up that she could hardly wait to get to him. John helped them out of the carriage and drove on to give the horse something to eat, becasue she had been so kind to bring the little children such a long way.

Harry was so glad to see the children that it made him feel so much better just to see them and they sat down by his chair and began telling him all about their trip down and how good everybody had been to them all the way. Harold immediately began to tell about losing his little dog, but Anna talked about something else because it made Harold feel so bad to think about it.

After they had told Harry all about their pets at home, he told them about the pets he had on this large farm. Just about that time Harry's mother walked in and told them that dinner was ready. Anna said, "Aunt Mary, I brought Harry some goodies for his dinner because I knew he was sick." "And I brought him these flowers," said Harold. "Oh! I'm so glad," said Harry, "and I am so much obliged to you both for thinking about me."

After dinner the children went down to see the pigeons first, then the chickens, and right behind the hen house was a pen and in this pen some dear little rabbits had a home. Oh! they were so pretty, it looked like they had on brown dresses with white collars.

Last of all they went to see the little colt and after feeding it some nice clover they came back to the house, put on their hats and got ready to go back home.

"Good-bye, Harry," said the children. "I hope you will be entirely well in a few days."

"Thank you, I hope so," said Harry, and they closed the door to find that Sadie was all hitched up ready to take them home; she must have heard them say it was time to go.

The children took their turn about to drive back and it was so much fun, that they soon found themselves in front of Harold's home, and as he told Anna good-bye, and thanked her for taking him for such a nice trip, what do you think happened when he stepped out of the carriage? Frisky jumped up on him and barked as if to say "I'm so glad to see you."

Harold was so happy he couldn't say anything more, so John drove on to the drug store,—helped Anna into the car, and very soon she was at home telling her mother all about her trip and how nice everybody had been to her.

MEMORY GEMS

CAUTION.

Caution is the parent of safety.

A grain of prudence is worth a pound of craft.

All things belong to the prudent.

Too great a leap falls into the ditch.

BEHAVIOR.

Levity of behavior is the bane of all that is good and virtuous.—Seneca.

What is becoming is honorable, and what is honorable is becoming.—Tully.

Never put off till tomorrow what you can do today.

Never trouble another for what you can do yourself.

Never spend your money before you have it.

Never buy what you do not want because it is cheap.

Men resemble the gods in nothing so much as in doing good to their fellow creatures.—Cicero.

The truly generous is the truly wise.—Home.

BUSINESS.

The man who minds his own business will always have business to mind.

Despatch is the soul of business.—Chesterfield.

Drive thy business; let not that drive thee.—Franklin.

Keep thy shop and thy shop will keep thee.—Spanish.

Business neglected is business lost.

BOOKS.

There is no friend so faithful as a good book.

There is no worse robber than a bad book.—Italian.

No book is worth anything which is not worth much.—Ruskin.

Choose an author as you choose a friend.—Earl of Roscommon.

BORROWING.

Who goeth a borrowing,
Goeth a sorrowing.—Tusser.

Borrowing is the mother of trouble.—Hebrew.

The borrower is servant to the lender.—Bible.

That is an empty purse that is full of other men's money.

If you would know the value of money, try to borrow some.—Franklin.

CONSCIENCE.

A clear conscience is a soft pillow.

A good conscience makes a joyful countenance.

He that loses his conscience has nothing left that is worth keeping.—Izaak Walton.

To live with no conscience is to live like a beast.

NEWS NOTES

Abington, Mass.—A kindergarten has been opened by Mrs. Margaret Gigger.

Waterbury, Vt.—Miss Florence Morse has a position as kindergartner in New York.

Paris, Ky.—Mrs. E. L. Harris has opened a private kindergarten at her home in this city.

Athol, Mass.—Miss Esther C. Beane, of Cambridge, Mass., will teach in the kindergarten here.

Hamilton, O.—The Federated Clubs have opened a free kindergarten at East avenue and Grand boulevard.

Montreal, Vt.—Miss Margaret E. Gingham of St. Albans will have charge of the public school kindergartens here.

Green Bay, Wis.—A new kindergarten is being conducted at the Dousman school with Miss Loraine Wilse in charge.

Saginaw, Mich.—The Stone kindergarten has opened with a good enrollment. The Misses Owen, Floyd and Ferguson are in charge.

Minneapolis, Minn.—Dr. Jordan has recommended a number of new kindergartens for this city, and it is thought that the Board of Education will grant them.

Spring Hill, Mass.—The private kindergarten here opens Oct. 2 with Miss Grace Clevenger in charge. Miss Marie Williams, a senior of the Training School, Boston, will be assistant.

Bismarck, N. D.—The kindergarten which was successfully conducted last spring, has opened for the year, the classes convening in the kindergarten rooms of the First Baptist church. Miss Emma Bartel has been employed as teacher.

Beverly Farms, Mass.—The kindergarten department of the Farms Baptist Sunday school held a picnic recently at West Beach, being in charge of the various teachers. Refreshments were served and the children had a pleasant time.

Little Rock, Ark.—Miss Eliza Barnett, director of City Park kindergarten, has gone to her former home in Louisville, Ky., to be absent indefinitely. On account of ill health she will not be able to take charge of the school this year.

Baltimore, Md.—A new building has been put up for resident pupils of the Afferdby Kindergarten Normal School. Misses Laura M. Beatty and Elizabeth Silkman are the principals. Dr. John F. Goucher is on the advisory board. The school opens October 2.

Wilmington, Del.—The Peoples Settlement Kindergarten is now in charge of Miss Jennie Gadd of Philadelphia. Because of the many requests from parents the Ursuline academy has decided to establish a kindergarten department which will be an integral part of the school.

St. Louis, Mo.—Ben Blewett, superintendent of education, announced with the opening of the public schools Tuesday that kindergartens had been added in 25 schools, as follows: Baden, Bates, Clark, Crow, Des Peres, Dozier, Field, Gardenville, Gratiot Harrison, Hempstead, Hodgdon, Irving, Longfellow, Lyon, Mann, Marquette, Marshall, Meramec, Monroe, Mt. Pleasant, Riddick, Rock Spring, Sherman and Washington.

Salt Lake City, Utah.—The free kindergarten has opened at 758 West First South with an enrollment of twenty-four pupils. This number overtaxes the capacity of the small building, in which the school is now located, but it is hoped to have the new building which is being constructed just in front of the old one, completed by the last of October.

Augusta, Me.—A new public school kindergarten has been established in the Webster school. Miss Blanche A. Libby, a former assistant at the Williams kindergarten, will be principal of the kindergarten. Equipment has been placed in the Webster school for 30 pupils. Special attention will be given to instruction in the English language in this kindergarten.

Cincinnati, O.—Educational activities of the Elizabeth Gamble Deaconess Home will be in full swing about September 20, when the kindergarten training school opens. The Wesley Avenue kindergarten opened Monday, with 85 little ones in attendance, and the neighborhood house, on Sixth avenue, began its work Tuesday.—Cincinnati Times-Star, Sept. 12.

Lindale, Ga.—The Lindale public schools and free kindergarten will open Oct. 2. The latter will have twelve weeks school before Christmas at the expense of the Massachusetts Mills Company. Miss M. J. S. Wyly, formerly of Atlanta, will again superintend the school, with Miss Mary Adamson, of Rome, as principal. Miss Lillie Williamson will have charge of the kindergarten.

Salt Lake City, Utah.—Following is a list of the public school kindergartners of this city: Edith Smith, Stella Daft, Crescent Smith, Hilda Brown, Hattie Waples, Martha Smith, Myrtle Wallace, Helen Denny, Flora McCanne, Mildred Krebs, Irma Fenton, Naomi Deal, Vera Fuegar, Beda Nordvall, Marie Cushing, Zora Morse, Gwen Parry, Ruth Wilcox, Glen Thomas, Jennie Gray, Ethel Firman, Alvira Cox, Bessie Jones, Cora Bassett.

Florence, Ala.—The Florence Free Kindergarten Association has purchased a lot near the Brandon city school in East Florence and will build a handsome kindergarten building for the accommodation of the kindergarten, which has heretofore occupied the basement of the Brandon school. Miss Maud Lindsay, the teacher, has through her books and her lectures on kindergarten work, gained a world wide reputation and has refused most flattering offers, preferring to labor with the factory district of East Florence, and it is through appreciation of her work that the Kindergarten Association has planned to build.

Grand Rapids, Mich.—The old association kindergarten which for a number of years has been operated at 168 Ellsworth avenue has been abandoned by the board of education. The school for the little tots will be conducted in a room at Smith Memorial church building, Wealthy avenue and Finney street. This church building will come into the possession of the board of education just as soon as the present owners succeed in clearing up the title. The Ellsworth avenue kindergarten was established originally as a purely charitable institution to take care of the children of the poor families in the neighborhood. The litle tots were too young to go to school. The kindergarten also became the center for considerable settlement work by a number of philanthropic organizations. Finally the board of education took over the kindergarten work. It is expected the settlement activities will follow the kindergarten to the new location.

Philadelphia, Pa.—Miss Hart's Training School for Kindergartners, located at 1615 Walnut street, happily combines the junior kindergarten training with normal training for teachers, who have every opportunity to complete their instructions and make them practical by actual teaching in five kindergarten classes which are set aside for their practice. Miss Caroline M. C. Hart, the Pines, Rutledge, Pa., is the principal of the school, which has had signal success, especially in its training of teachers. There are junior, senior, graduate and normal courses offered in the school and numerous special branches are taught.

Murray, Utah.—The women of this place are making a determined fight for a public school kindergarten. Thus far they have not been successful, although the state law requires it. It is now proposed to marshal the children of proper age—there will be approximately sixty of them—and demand that they be enrolled at the Central school. They will knock at he doors of the schoolrooms, which, according to law, should be open to them, and ask for admittance. If it is refused the little ones will wait in the halls. As things are now, it looks as if the Murray board would expect them to wait there until they were sufficiently grown to enter the first primary. But this would embarrass the proper conduct of school affairs and something would have to be done. If the kindergarten resulted, well and good. The women would lay down their arms and co-operate with the school board in maintaining the best kindergarten in the state. But if that move failed, then the women propose to have recourse to the law. They could force the board of education to show cause why they have not installed a kindergarten.

During the past year the New York Kindergarten Association has developed its educational work into a complete, free department of graduate study.

This has been done in the interests of kindergarten education and for the inspiration of teachers who have been several years at work.

Miss Susan E. Blow and Miss Laura Fisher will continue to lecture this year. Their subjects will be the philosophic bases of the kindergarten, and the aim of the courses is to subject it as a system of education to every modern scientific test, and to enable kindergartners to meet and overcome the objections which imperfect practise arouses, and to stimulate them to a broader vision of the relation of Froebel's work to the modern world.

Miss E. I. Cass, who has been studying English folk dancing at the Shakespearean Festival at Stratford-on-Avon during the past summer, will conduct the classes in games and Morris and English country dances.

The Association has co-operated with the various Play Ground Associations in New York and intends also to offer courses in theory and practise for Play Ground Workers.

The interest in the work of the Graduate Department last year was so great that not only Kindergartners, but supervisors and training teachers from other cities took leave of absence from their work and came to avail themselves of the opportunity.

Certificates were awarded to all students who passed the required tests.

BOOK NOTES.

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The Teacher's Practical Philosophy. By George Trumbull Ladd, D. D., LL. D., Ex- Professor of Mental and Moral Philosophy, Yale University. 12mo, cloth, 339 pp. Price, $1.25, net; by mail, $1.36. Funk & Wagnalls Company, Publishers New York.

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As interesting as the fairy stories of old, with an evident desire to strengthen character as well as entertain; teaches the value of contentment, industry and obedience. A visit to High Wall Lodge by a trio of runaway children who are required to build each a part of a stone wall before getting a good dinner, while an old man keeping tab compels them to work five minutes longer for each word spoken. At Farewell Palace they are kept prisoners till they have learned to like all foods previously refused. Their last visit is to No Work Castle, where they all were made to feel that idleness does not bring happiness.

Oshkosh, Wis.,—Miss Elizabeth Young, a graduate of Teacher's College, has been placed in charge of the kindergarten department of the State Normal School here in place of Miss Henley, resigned.

Chicago, Ill.,—Miss Mary L. Morse of Teacher's College, Columbia University, is to be a member of the Chicago Kindergarten Institute. The Chicago Froebel Association and Alice H. Putman have joined with the Institute.

Milwaukee, Wis.,--Miss Geneva L. Bower, a graduate of Teacher's College, is now a member of the Milwaukee State Normal School faculty, teaching Kindergarten Theory and assisting in the Supervision of the practice teaching.

Worcester, Mass.—Upon petition of 19 parents in the ——— school district, the board of education have recommended a new public school kindergarten in that section. Each petitioner promised to send one or more children to the new kindergarten. Transfers of kindergarten teachers were made as follows: Fanny M. Hamilton, Elizabeth street school, kindergartner, to Salem street school, kindergartner; G. Hazel Swan, Upsala street school, kindergartner, to Elizabeth street school, kindergartner. These resignations were received and accepted: Minnie G. Casey, Salem street, kindergarten; Emmaline A. Devlin, Upsala street, grades 4-3; Alzaleen M. Sampson, Classical high, assistant to principal. These requests for leave of absence were granted: Ruth L. Allen, Dix street, kindergarten assistant, to Sept. 1, 1912; Lydia W. Ball, Belmont street grade 7, to Sept. 1, 1912; Elizabeth H. Coe, South high school, to Sept. 1, 1912; Agnes T. Hart, Millbury street, grade 1, to March 1, 1912; Teresa E. Kerns, Dartmouth street, grade 1, to Sept. 1, 1912; Edith J. Jones, Gateslane, grade 8, to Sept. 1, 1912; Ellen C. Murphy, sewing, to Sept. 1, 1912, and M. Rose McGowan, Adams square, grades 3-2, to Jan. 29, 1912.

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A thing that makes a man so deform'd, so beastly,
As doth intemperate anger.
—Webster's Duchess of Malp.

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But little boats should keep near shore.
—Franklin.

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WANTED—Back numbers of the Kindergarten-Primary Magazine, as follows: February, May, June, September, 1889; December, 1890; January, March and April, 1891. Address, Mrs. Helen B. Paulsen, Buckhannon, W. Va.

WANTED—Back number of Kindergarten-Primary Magazine for February, 1910. Address, A. Cunningham, Indiana State Normal School, Terre Haute, Ind.

WANTED—September and October numbers of the Kindergarten Primary Magazine for 1904. Address C. M. T. S., care of Jennings & Graham, 222 W. Fourth St., Cincinnati. Ohio.

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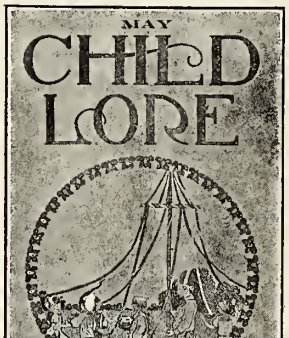
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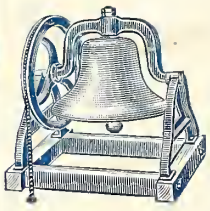
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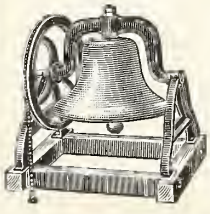
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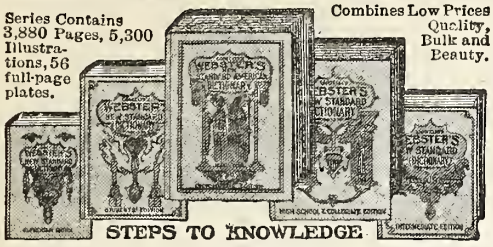


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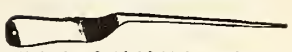
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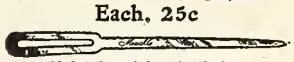
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PILGRIM EXILES—*Boughton*. SUBJECT FOR PICTURE STUDY. (SEE PAGE 68.)

The Kindergarten Primary Magazine

VOL. XXIV---NOVEMBER, 1911---NO. 3.

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational Theory and Practice from the Kindergarten Through the University.

Editorial Rooms, 59 West 96th Street, New York, N. Y.
E. Lyell Earle, Ph. D., Editor, 59 W. 96th St., New York City

Business Office, 276-278-280 River Street, Manistee, Mich.
J. H. SHULTS, Business Manager.

MANISTEE, MICHIGAN.

All communications pertaining to subscriptions and advertising or other business relating to the Magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

The Kindergarten-Primary Magazine is published on the first of each month, except July and August, from 278 River Street, Manistee, Mich.

The Subscription price is $1.00 per year, payable in advance. Single copies, 15c.

Postage is Prepaid by the publishers for all subscriptions in the United States, Hawaiian Islands, Philippine Islands, Guam, Porto Rico, Tutuila (Samoa), Shanghai, Canal Zone, Cuba and Mexico. For Canada add 20c and for all other countries in the Postal Union add 30c for postage.

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FOR MORE RAPID PROGRESS

We publish several communications this month in addition to those which appeared in the September and October numbers. Many helpful suggestions have been brought out through this correspondence. We hope other kindergartners will express themselves. The subject is a vital one and should interest every kindergartner. Indifference is not a quality that makes for progress in any cause. If the kindergarten is a good thing for children anywhere it is a good thing for children everywhere, and the friends of this cause cannot consistently cease their labors while a vast number of the little ones are deprived of this blessing. A private correspondent said to us: "I am not a kindergartner, but I believe in the kindergarten. The indifference of some of these kindergartners in regard to the advancement of the cause leads me to suspect that they do not believe in it themselves, or else that they are kindergartners merely for a job." This statement may be severe and perhaps unjust, but the kindergartner who does not have a real live interest in the progress of the kindergarten cause is certainly not living up to her privilege and may be in danger of "dry rot." Let us wake up, and be alive to the needs, and let each kindergartner resolve to do some one definite thing at least to bring about greater progress not only in the establishment of public school kindergartens but in the advancement of the cause in general. Let kindergartners at all times be able to give a reason for the faith that is within them, and each in her little corner earnestly endeavor to demonstrate by the test of actual results that it is "well with the child" who has been entrusted to her care and culture.

From "Just a Kindergartner"

I am just a kindergartner in a small city and hence would prefer not to have my name published but I am greatly interested in the kindergarten cause. It seems to me that many young girls who take a course in the training schools are not fitted by nature for the position of a kindergartner. They do not seem to comprehend the sacredness and importance of the work. I am afraid that not every training school would advise applicants who do not possess the adaptability for the work to take up some other calling. I hope your magazine will agitate the subject until every city in America is provided with kindergartens in connection with the public schools at least. In fact, it seems to me that every child is entitled to the blessings of kindergarten training and that we as kindergartners have no right to rest content when so many children are deprived of this advantage. A KINDERGARTNER.

Not a Kindergartner

While I am not a kindergartner I am nevertheless very deeply interested in this cause. It seems to me that one hindrance to more rapid progress lies in the want of natural adaptability of some kindergartners for the work they have undertaken. Doubtless there are in every city hundreds of young women who are by nature and culture admirably adapted to the work but who are themselves unaware of their talents in this direction. Is it not possible for the International Kindergarten Union to adopt some plan by which these young women can be sought out and so far as possible enlisted in the work. Having plenty of competent kindergartners the work of establishing public school kindergartens is not difficult if it is undertaken in a systematic, business-like way.

From Mary E. Law, Toledo, O.

Toledo, O., September 22, 1911.

I am much interested in the effort you are making to have the kindergarten situation analyzed and elucidated by its sponsors, the training teachers. Your inquiry came while I was out of the city, but I am only too happy to accede to your request and tell you what, in my opinion, is the trouble with the kindergarten, if trouble exists, for I assure you your letter took me by surprise, as did the replies of many of the training teachers who responded.

I will say in the beginning, that Madame Krause-Boelte, in her reply, explains the situation from my point of view: "A departure from Froebelian principles in the first place and too many ill-considered and superficial articles in the kindergarten press and elsewhere in the next place."

As I shall have opportunity to touch upon only a few of Froebel's great principles in this article, I shall make a practical application of one "co-operation." For those who have not read Judge Grosscup's article permit me to quote a few paragraphs only:

"Success in enterprise depends on giving the men whose thought is behind the enterprise room to work out their thought. Give them that room. It not only helps them—it helps everybody.

"These men, however, are not entitled to harvest out of it all the profit that concentration puts into their hands. They could not do that without the aid of the right to incorporate. And the right to incorporate is not theirs by natural right, but by corporate charters given them by government.

"Limit them, then, to a fair return that they can take out when, through this government giving them right to incorporate, they have thrown off competition. In other words put no obstruction in the way of what men may do for mankind industrially, but put a limit on what they may take out as their individual share when what they do is done through the instruments put in their hands by corporate charter."

What does he mean? Simply that individuals must voluntarily co-operate for the good of the whole and that as the government gives them legal right to combine by incorporation it must also retain the right of supervision, so that all may benefit instead of the few. This is one of the underlying principles of the kindergarten. "Individual development and voluntary cooperation." There is no competition, rivalry and emulation in the kindergarten.

The child is taught to excel his own past efforts, not another childs. An effort is constantly made to lead the child to voluntary obedience. He makes with his mates a circle on the floor, each co-operating with all to make it round. The painted circles, where little feet were forced to toe the mark and to walk upon little paths is a survival of the early kindergarten era before the great principles were understood.

The conservation of forests and mines is in line with Froebel's great principle of individual freedom and equality of opportunity. See how skillfully he makes the little child acquainted with his own powers and limitations. The kindergartner, like nature, furnishes the material and each child is entitled to the product of his own labor. He owns the mat he weaves, the boat he folds, the image he models.

Roosevelt, our greatest modern sociologist, would combine the two principles just mentioned. He would have the government own the coal, wood and water, conserve and sell the same to the individual at a small per cent above the actual cost of production. When we begin to study Froebel as a great sociologist as well as a great educator, we shall have little time to discuss minor differences. Froebel based his scheme of educational development upon a scientific, not a literary foundation, and unless kindergartners themselves know something of physics, biology, natural history and other sciences, they can not teach the children under their care. Here are a few questions a little boy has asked me within the last few days and he is not in a kindergarten either. He has just returned from the seaside: "What is water made of?" "Is air lighter than water?" "Why do boats stay on top of the water?" "Why do people drown?" "What makes balloons go up?" Is it possible there are people in the kindergarten ranks who do not know that the principles are as applicable to the University as to the kindergarten, that it was "founded and taught for years by three university-bred men? What was there in it to interest them?

I should as soon expect to hear that Herbert Spencer's theory of evolution is being repudiated by the leading minds of the world

as to hear that the kindergarten was losing ground. Study Herbert Spencer if you would understand Froebel.

MARY E. LAW.

Dr. Montessori's New Method in Infant Education.

As many kindergartners in America are discussing Dr. Montessori's work at this time it may be well to call attention to the fact that this magazine published a general outline of this new method in a series of articles by Dr. Jenny B. Merrill, which began in the December number, 1909, and were concluded in the March number, 1910.

While there is much of interest in Dr. Montessori's work, it appears to fail to recognize the value of imaginative dramatic play and of self-expression. Creative self-activity gives way to humdrum object lessons long ago discarded.

While it may be necessary in Italian day nurseries to teach children to dress themselves in America we still believe the mother has that privilege. If necessary to counsel the ignorant mother, the kindergartner or school nurse does so, or "Little Mothers Leagues" are organized for big sisters.

We disapprove of the introduction of writing and reading under the age of six years. Incidental reading of a few words as for example sign boards may be allowed. After criticizing the Froebelian occupations as injurious to the eye, has the good doctor forgotten the fixed attention of the eye necessary in reading? Touch can only be used slightly. It is the eye that reads.

Children in America beginning at six, surely soon enough, read a half dozen little books in the first term of five months and read them intelligently.

The best authorities claim that early phonic work tends to make stutterers. Valuable as it is in proper season, at four years of age it will prove injurious.

The kindergarten is right in excluding reading and writing. Dr. Montessori is wrong on this point. Interest has been aroused on this subject by a popular magazine, and we purpose to reprint selections from Dr. Merrill's four articles on the subject in a future issue. We believe these were the first articles on the subject which appeared in America.

DANGER-SIGNALS IN YOUNG CHILDREN.

MAXIMILIAN P. E. GROSSMAN

Educational Director of the National Association for the Study and Education of Exceptional Children, Plainfield, N. J.

It is one of the wholesome results of child study that teachers and parents are becoming aware of the necessity of observing symptoms of exceptional development in their children so as to adjust educational measures to individual conditions. We are gradually, although still very slowly, outgrowing the conception of a child as a being which can be handled and molded at will.

We are beginning to understand that manifestations which may be displeasing to us are not necessarily expressions of a child's evil genius. The entire idea of discipline and punishment is undergoing a change. We are learning that many of the so-called naughtinesses of children may be merely danger-signals indicating disturbance somewhere. Apparent disinclination to obey may be due to imperfect hearing; aversion to reading and writing, to imperfect vision. Ugliness and irritability may be caused by astigmatism which in its turn produces eye-strain and persistent headaches. Laziness may be a symptom of anemia or neurasthenia, or it may be caused by malnutrition, overexertion at home, lack of sleep, or of ventilation in the child's sleeping-chamber. Fretfulness may have its cause in a great number of various conditions, notably indigestion. Educators are oftentimes inclined to feel very much vexed when a child makes grimaces, is inclined to giggle and babble, and to disturb the artificial discipline of the schoolroom by whispering. And yet these manifestations, as well as others, like sniffing, coughing, restlessness, and inattention, may be, and almost always are, symptoms of nervous disease. They may be enumerated among the socalled habit tics or habit spasms, like twitching, shrugging, shuffling, grinning, sighing, yawning, echolalia (the repetition of words spoken by another, as for instance repeating a question before answering), uttering curious sounds such as chirping, etc. Again, momentary inattention and absentmindedness may be due to a mild form of petit mal, i. e., epilepsy. Sudden attacks of excitement, outbreaks of temper, destructiveness, hitting other children, and the like, suggest the presence of psychic epilepsy. Then there are the manifold

movements characteristic of chorea; and while true hysteria is a disease which does not develop before the adolescent age, there are quite a number of conditions in children which may be counted among hysterical symptoms. An emotional temperament is one of them, and the instability of will and irresponsibility, another. These symptoms are very often found in young girls who seem to be predestined to develop true hysteria unless preventive measures are taken at the right time. It has been observed by many that an exaggerated imagination and selfishness, or rather self-centeredness, go with these symptoms; and that deviations from the truth and often surprising fabrications are characteristic of this condition. Children's lies are a chapter in themselves. Books have been written on the child as a witness, showing how unreliable are the statements of children, even of those who are usually considered truthful. Stubbornness and disobedience, qualities which are usually judged in the sense of disciplinary conditions, may reveal themselves to the careful observer as danger-signals indicating disease of some kind.

For the sake of completeness of statement it is necessary to add that the conduct of children exhibits, in too many cases, conditions which are danger-signals not so much in the development of the child himself as in the manner of his education. The wisdom and judgment of the educator are in question when all is told. Very few of us have as yet a clear knowledge of the physical and psychical life of the child, and a faulty reaction on the part of the child may simply mean that we have handled him incorrectly. In normal schools and college courses, teachers are now receiving a better preparation for the management of these budding souls. But parents are, as a rule, sadly deficient in the wisdom and training required for the education of their children. I say this in spite of the fact that we have now mothers' clubs in all cities of this broad land; for mothers come together in this way only after they have made their fundamental mistakes in regard to their own children. And fathers' clubs there are none. What is needed is to put false modesty aside and to consider no man or woman fit to marry who cannot give evidence of a training in parental functions. There are laws which prevent persons to marry who are physically unfit. The next step is to prevent those who are educationally unfit.

To make a more detailed study of danger-signals, we must first develop the observational attitude of the diagnostician, and train ourselves to consider as a symptom everything which we cannot readily explain. And for every symptom we must train ourselves to look for a cause. Proper observation implies a careful distinction between the facts observed and the explanation we may give them. It is a very common error to substitute our interpretation of a fact for the fact itself, and thus records of children are often vitiated. And only who can inspire a child with confidence, and who puts the subject under observation absolutely at its ease, will gather reliable data.

The list of symptoms enumerated before will put many parents and teachers on their guard and point the way toward a better understanding of a child's real condition. But some more specific suggestions may be made.

A normal type may be conceived as representing all functions in proper poise, all potentials of complete personality being present and unimpaired in growth and development. On this basis, we may say that any perversion of function which shows a tendency to persist is a danger signal, be it in the province of the physical or the mental life of the individual. Occasional indigestion, an isolated error of judgment, or an outbreak of anger or something like that means nothing; but as soon as any of these perversions become persistent, they will destroy the equilibrium of the personality and must be studied as to cause and relief.

Poise is established by having the different aspects of human personality well related. Human life is determined by principles of growth and development: growth as to size and weight, and development as to organization, differentiation, and function. There is first the size and weight of the body as a whole; then there is the evolution of the bony skeleton, of the muscles and organs, of the central and peripheral nervous system, not to forget the so-called sympathetic system which regulates the functions of the viscera. Upon the growth and development of the nervous system depends the development of the functions of the intellect and will. Abnormalities of growth and development are distinct danger-signals.

In determining growth periods there has recently been made the very helpful distinction between the chronological, anatomical, physiological, and psychological age of children. A boy of twelve in years is not necessarily a boy

of twelve in development. Even if his anatomical growth be normal for his age, his physiological function or his psychological evolution may lag behind, so that he is actually only nine or ten years old. Or it may be the other way; he may be mentally normal or even precocious, and backward in weight and size. Any such discrepancy will cause a tension fraught with danger.

Our first care must be therefore to discover whether or not the anatomical structure and the physiological function in a child correspond to the age standard. This will imply body measurements and a number of tests and observations, some of which may be made in the home and in the schoolroom while others require the co-operation of a physician.

Child study, it will be remembered, implies the strictest co-operation of educator and physician.

In the matter of body measurements, it is more important that the figures for height and weight should correspond than that a child be average in these measurements. In other words, a child may represent a smaller (or larger) type without danger to his development. But if he should weigh less than the average boy of his age, and his height be average or even above the average, or vice-versa, there is reason to investigate. Excessive or distinctly stunted growth are of course also abnormal.

X-ray pictures of the developmental state of the small bones of the wrist, according to the method of Professor Thomas N. Rotch, of Harvard, promise to become a scientific test for the anatomic age.

Further observation can be made in the various provinces of physiological functions. Facts of respiration and heart action, of appetite and of digestion, of headaches and dizziness, of muscular strength and grip, enter into this group of observations. It has been found, for instance, that the grip of the hand is a good index of intellectual development. Feeble-minded children, even those who exhibit much muscular strength under excitement, have a much lower grip figure than normal children. The element of control enters here, and it is seen that some of these tests, which appear to be simply physical, have a psychic element.

Frequent urination is an important symptom. It means either a distinct disease, or lack of volitional control, in other words a psychic defect. It suggests itself therefore that regular examinations of the urine of children be made for disease of kidneys, diabetes insipidus, intestinal intoxication, etc. There might also be examination of the blood for anemia, leukemia, parasites, i. e., malaria, inflammatory states, etc.; also of the feces, for ability to digest various foods, intestinal parasites, etc.

The so-called growing pains in children are a rather suspicious element. They are often rheumatic in nature and require special attention. Rheumatism of childhood is dangerous for the reason of its insidious onset and never very active acute manifestations.

It might seem needless to say that any weakness of the special senses must be considered a danger-signal. Yet even defects of vision and hearing are often overlooked, and what is caused by inability to see and hear distinctly is ascribed to inattention and unwillingness. The acuteness of these two most important senses should be determined by the ordinary tests which are so simple that they can be employed anywhere. As has been said before, eye-strain is very frequently accompanied by headaches; chronic headache is therefore a danger-signal. The other special senses—taste, smell, and touch—not to speak of the muscular sense, rarely receive the attention they deserve. Yet we often find curious defects which may be considered as indicative of incomplete potentials and consequently of incomplete sensation. If we remember that under certain circumstances we may have to fall back upon one or more of these neglected senses, as in the case of Helen Keller, we may well be reminded of their importance. Speaking of sense tests, it must not be omitted to state that certain illusions of sense are characteristic of the normal mind, and their absence consequently is an indication of abnormality. Let us be reminded of the various optical illusions, and of the well-known weight tests. There are, however, illusions, and, further, what have been called hallucinations, which are distinctly pathological. They may be observed even in young children.

Defective teeth are invariably a danger-signal. They may prove the existence of various functional diseases, hereditary or acquired, which prevent their proper formation and growth; or they may point to malnutrition and other temporary causes. In every instance, defective teeth interfere with the proper mastication and digestion of food; with the protection of the nasal-pharyngeal cavity; and with proper articulation.

It has often been suggested that left-handed-

ness is a danger-signal. It certainly indicates a deviation from typical conditions. Right handedness is a very ancient characteristic of the human race and even primitive peoples are practically right-handed. Left-handedness is therefore not to be considered in the light of a primitive trait. As a matter of fact, left-handed individuals are found among the very intelligent and skillful; left-handedness is, then, not in itself a danger-signal unless it is coupled with other defects. It has been shown that the usual right-handedness may have one cause in the arrangement of the blood supply from the heart which favors the right arm; left-handedness would, therefore, mean a reversion of this arrangement.

Another cause of the right-handedness of a great majority of men, however, is the stronger development of the left hemisphere of the brain. When, therefore, left-handedness is connected with speech-defects, as it often is, it would reinforce a diagnosis of defective central condition; for speech-defects, unless caused by anatomical defects in the organs of speech can be explained only by underdevelopment or lesion in the speech-centers of the left hemisphere. Speech defects are most pronouncedly danger-signals.

Here we come to the large number of danger-signals in the development of the nervous system. And this is at the same time the province of psychological disorders. It must, however, again be stated that there is a constant interaction between bodily and psychic conditions, and that it is impossible to separate absolutely the psychical from the physical. Bodily symptoms will indicate psychic defects, and psychic symptoms will indicate disturbance of physiologic functions. Some of the danger-signals in this province are changes in temperament (crying or laughing readily) and unwarranted attacks of temper; rapid fatiguing and disinclination for effort; drowsiness; excitability; insomnia. Of the habit spasms I have already spoken. Then there are defects of memory and judgment as well as lack of determination and decision. A mechanical memory alone is not a sign of intelligence, and is found in remarkable development even among imbeciles. Precocity is another sign of eventual nervous strain and derangement.

Some very complete measuring scales for intelligence have been recently suggested by such men as Dr. Sante de Sanctis, of the University of Rome, Italy, and the famous French psychologist, Dr. Binet. They combine motor, sense, and intellect tests, so graded that we may determine the psychological age of a child by applying them systematically. As they have been tried with a great many children they may be considered fit to give truthful results. If, for instance, a child of nine years cannot respond properly to all the tests suggested for children of this age, but only to those prescribed for children of eight or even seven, we have a grave danger-signal in the matter of intellectual development.

In the sphere of will we must consider signs of weakness and indecision, of wavering and changeability; and any perversion of will and moral defects, like persistent lying and stealing, are plain indications of pathological development.

A complete system of observations and tests would embrace all the elements touched upon in this paper. Experiments along these lines have already been made in certain school systems, and in psychological laboratories and clinics. But the number of children so tested is small and most of them had already been found distinctly deficient.

To make the status of the child still more evident, it will be necessary to include data from the earliest history of the child; and as much of the family history as can be ascertained. Only a complete tabulation of all these data will show all the danger-signals which we ought to know about, in their perspective so that we may neither underestimate nor overestimate. It is evident that any single fact may mean little or nothing unless it is taken in connection with other facts. And a consensus of various observers will eliminate the element of personal error or emotional bias.

Altho I may say that I have in my own practical experience proved its feasibility to a large extent, a complete system such as it has been my privilege to suggest may not be very readily introduced anywhere. Nevertheless, it is to be hoped that these suggestions will open the eyes of many teachers and parents to what should be observed and what the educator must be on the lookout for. We may hope for a more universal realization when the time comes that the family physician will be the hygienic adviser of parents rather than the unwillingly-called-in healer of diseases; and when every school will be a pedagogical clinic with the cooperation of the medical, psychological, and pedagogical expert. My suggestions of today will at least affect, I hope, the disciplinary attitude of educators, so that teachers and par-

ents will learn to consider themselves students of child nature and of the individual children under their care, rather than their tamers and drill-masters. And the time may come when each child will be as carefully observed as the breeder of horses or chickens observes his brood; when there will be a science of education, a science of parenthood, a science of teaching; when it will not be considered stupendous and preposterous to give each child such minute care and study as will establish his full status.

Some day the beautiful words of Froebel: "Lasst uns unseren Kindern leben!" (Let us live with our children!) will become a reality, and we shall learn to appreciate the full significance of the ancient Roman proverb: "Principiis obsta!" Resist the beginnings!

A PROBLEM SOLVED.

One Friday afternoon, as we were deeply interested in the fate of Robinson Crusoe, the principal brought a new pupil to the room. "See what you can do with this boy," he said impatiently. The other children surprised at the unusual tone of Mr. Twadwell's, looked up quickly, while I, with a sinking heart, went forward to greet the new arrival.

I can recall him yet, as he stood watching me defiantly—a little, red-haired, freckle-faced boy of ten—dirty, ragged, and uncouth. As I assigned him a place, I offered a prayer that I might have patience to see what I could do with him. I felt this unkind introduction, however much deserved, was unjust and could do no good. For several days Frank did very little to annoy; but, as he became less strange, the mischief planned in that one small brain was marvelous. Like a will-'o-the-wisp, he was never idle, and in whatever part of the room I placed him, there was trouble. I had about come to the conclusion that for the sake of the class, he should leave the school, when a slight incident occurred which again brought order to my little world.

It was the morning after Hallowe'en, and, as the children came trooping in, I saw Frank among them—hair uncombed, streaks of red paint on his face, and both shoe strings gone. Waiting until it was time for the noon dismissal, I quietly laid my hand on his shoulder and said, "Frank, can't you fix up a little this afternoon? See what soap and water will do to the red paint, and see if you can't find some pieces of string for the shoes."

The afternoon session brought a different Frank, in both appearance and manners. His face and hands fairly shone, and as he came close to me, he said, "I done the best I could, but I haven't any better ones." I knew to what he referred, and as I drew him closely to me, looked down at the neatly tied and blackened shoes, I assured him that now they were plenty good enough. From this time I had very little trouble with him, and he passed with honor to the next higher grade. What the trouble was I do not know, but he soon left, and I lost sight of him for almost a year. One day the door was suddenly pulled open, and the little freckle face of Frank appeared. Before I could reach the door he called out, "Good morning, Miss Williams," and dashed out of the hall. I never saw him again, but since that time I have tried to study more earnestly each child, and to gain obedience through love rather than by force.

M. T. L.

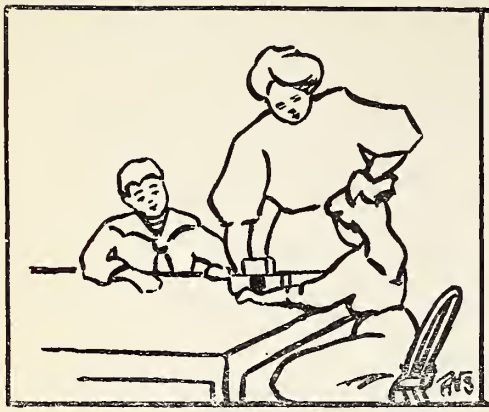
It may be well to remember the dangers of vocational training at this time when the subject is receiving so much attention. The ability to perform certain kinds of labor which may be used as a means of gaining a livelihood later on is certainly a desirable possession, but this training must not be secured at the expense of the mental and heart culture necessary to the development of a good citizen. The natural result of kindergarten culture is to so develop the child that vocational training follows easily and naturally, but kindergarten culture develops the child socially, mentally and spiritually as well, and under no circumstances should vocational training be substituted for the culture of the kindergarten.

Good the more communicated, the more abundant grows.—Milton.

There's a dance of leaves in that aspen bower,
There's a titter of wind in that beechen tree,
There's a smile on the fruit and a smile on the flower,
And a laugh from the brook that runs to the sea,

A man should never be ashamed to own he has been in the wrong, which is but saying in other words, that he is wiser today than he was yesterday.—Pope.

True courage scorns
To vent her prowess in a storm of words,
And to the valiant action speaks alone.—Smollett.



—PRACTICE DEPARTMENT

PICTURE STUDY

PILGRIM EXILE—Boughton.

This picture is one of four Pilgrim pictures which have given George H. Boughton a reputation in America as the painter of American Puritanisim.

Although Mr. Boughton is English born, he came to this country in early childhood where he was reared. Soon after reaching manhood he made a sketching trip through England and an exhibition of his paintings was first made in New York.

His Puritan pictures are the best known of all his paintings in America, but a legendary picture entitled "Love Conquers all Things" is very popular in Europe. His pictures are American in style and we claim him as an American.

The style of his Pilgrim scenes is shown in the picture illustrated on page 60.

It is thought Mr. Boughton's best figure painting is shown in his representations of women, revealing gentleness and patience.

The longing for the old home in England is plainly revealed in the faces and attitude of the man and the woman who is seated. But the central figure reveals a desire to comfort and encourage her companion, notwithstanding her yearnings for the land of their birth.

The rocky land and vegetation are characteristic of a New England shore. The surf is seen rolling into the beach.

Tell the Pilgrim story and let the children tell—

Who are in the picture.
Who the Pilgrims were.
Where they are.

Notice the dress—cloaks, caps, shoes, and collars—of these people: Would you think them poor, or just lonely?

Squirrels—Landseer.

(The characteristics of the squirrel are well shown in his claw-tipped feet, sharp ears, bushy tail. His manner of life in the tree and his peculiar upright position also are pictured.)

The picture shows the home of two squirrels. Their home is in the hollow in the tree with its rough bark. They feel happy and safe in this home. Would you? No, it is a squirrel's home.

On a branch perches a bird, singing as if his little throat could not pour forth melody fast enough.

The squirrels are nibbling carrots, and listening to their happy neighbor, their bright eyes fixed upon him.

This is a fine lesson to follow one in nature study of either a bird or a squirrel.

How many are in the picture?
What are they?
Where are they?
What is each squirrel doing?
Do they love each other?
Where is the home of each one?

[Sir Edwin Landseer was the most popular animal painter of his period—and that not only in England, his native land. His animal pictures are perhaps the best-known of modern times.

He came of a family of artists. He was gentle and courteous, and lovable in disposition, a welcome guest in society.

Queen Victoria and Prince Albert were not only his patrons but also his personal friends. More than thirty of his paintings are the property of the King of England. Pictures painted by their favorite artist were gifts frequently exchanged between the Queen and the Prince.

Landseer loved animals and painted them

with joy in his heart. The stag and the dog were his favorite subjects, and the only adverse criticism to be made of his work is that he exaggerated their admirable qualities, making them too nearly human in feeling and intelligence.

Landseer's use of the brush was amazing, sometimes a single drag of it gave the effect better than could be achieved by a painstaking imitation of each single hair.

Other pictures of Landseer's are:

The Challenge.
Monarch of the Glen.
The Stag at Bay.
Suspense.
The Highland Shepherd's Chief Mourner.
Dignity and Impudence.

KINDERGARTEN DAILY PROGRAM

NORAH KEOGH

DECEMBER.

FIRST WEEK.

Circle — Monday — Thanksgiving experiences are told. Another holiday coming. Santa Claus and his presents. How he looks.

Rhythms—Chosen.

Table 1st—Beginning Xmas present for mama.

Suggestions—Candle-sticks of clay japa-lac.

Calendars—Poinsettas cut from wall-paper and mounted; panel picture of tree mounted with calendar below.

Napkin ring—of raffia.

Baskets; pin-trays.

Table 2nd—Making Papa's present.

Suggestions—Shaving pad with cover of conventional holly design tied with raffia; same idea for laundry list; shaving-ball; calendar or blotter of blue with camels and star poster effect; match-scratch of sandpaper; chimney with Santa's head painted above.

Games—Those already played. Nothing new learned in these except with Santa Claus games.

Circle—Monday—More about Santa Claus. This is the children's own circle time. Their interest and perfect freedom, now will bring about the ideal circle time.

Rhythm—Teaching and playing of Jack Frost from Hubbard.

Table 1st—Continue mama's present.

Table 2nd—Continue papa's present.

Wednesday—Circle—As before. Santa loves us so gives us things. So does papa. Tell of what papa gives us.

Table 1st—Mama's present.

Table 2nd—Papa's present.

Thursday—Circle—Santa Claus, papa and mama. What mama gives us and does for us every day.

Rhythm—Same.

Table 1st—Mama's present.

Table 2nd—Papa's present.

Thursday—Circle—Santa Claus, papa and mama. What mama gives us and does for us every day.

Rhythm—Imitative—What we want for Christmas. Other children imitate and guess while one child tells by motion.

Table 1st—Finish papa's present.

Table 2nd—Card-board modeling of little red sled with raffia rope.

Friday—Circle—How we can be a Santa Claus to those we love.

Rhythm—Week's review.

Table 1st—Free cutting of horn, drum, doll.

Table 2nd—Cutting and mounting of silver bells for decorative purposes.

Games—As chosen.

Finger Rhyme—Clap, clap the hands, from Emilie Pulson's finger rhymes.

SECOND WEEK.

Circle—Monday—Once upon a time, there was no Christmas at all. No one ever heard of such a day. Telling of the first Christmas day.

Rhythm—Those learned as a general review for Xmas exercises. Some taken up each day and drilled upon for perfection in uniform motion.

Table 1st—Begin scrap-books to be sent to sick children. Each table makes but one. Group work.

Table 2nd—Santa Claus poster. Black mount with hill of white chalk. Santa and his reindeer of free cutting.

Games—Santa Claus's games—dramatization.

Song—The First Christmas, from Jenks & Walker.

Tuesday—Circle—Review yesterday's circle talk. A little baby was born that grew to be a good boy and a kind man. Everyone noticed His goodness and tried to do as He did. This boy's name was Jesus. Show pictures of Madonna.

Table 1st—Finish mama's present.

Table 2nd—Work on scrap-books.

Wednesday—Circle—Jesus' life as a boy. The many ways in which He helped His father in his carpenter work. His kindness to His mother.

Table 1st—Work on scrap-book.

Table 2nd—Free drawing of Xmas tree with green crayon.

Thursday—Circle—As Jesus grew to be a man, He loved to help people, to teach them kindness. Story of Christ in the Temple and picture shown. The love of His disciples.

Table 1st—Work on scrap-book.

Table 2nd—Building church with 5th gift.

Friday—Circle—People still hear and read of Jesus. We love Him so much that we celebrate His birthday each year and call it Christmas. He loves us and so is pleased that we show our love for one another on His day.

Table 1st—Work on scrap-book.

Table 2nd—Free representation of anything done or talked of during week.

THIRD WEEK.

Monday—Circle—Story of Gretchen and the Wooden Shoe.

Table 1st—Making gilt chains for tree decorations.

Table 2nd—Making lanterns from weaving mats for decorations.

Tuesday—Circle—Re-telling of story. Begin telling story of "'Twas the Night Before Christmas." Learn song, "Christmas Greeting," from C. B. Hubbard's Merry Songs and Games.

Table 1st—Cutting stars and crescents for tree.

Table 2nd—Making silver chains.

Wednesday—Circle—"'Twas the Night Before Christmas."

Table 1st—Work on scrap-book.

Table 2nd—Making straw and parquetry chains.

Thursday—Circle—Story of the lovely little fir tree.

Table 1st—Finish scrap-book.

Table 2nd—Making crescents of silver paper.

Friday—Circle—Repeat and review stories.

Tables 1st and 2nd given to unfinished work.

FOURTH WEEK.

Monday—Circle—Last week's Christmas stories retold.

Rhythms reviewed.

Table 1st and 2nd—String cranberries and pop-corn.

Games—Santa Claus games.

Tuesday—Circle—Free Christmas talks.

Rhythm—Same.

Table 1st and 2nd—All unfinished work. Children divided in groups according to work.

Games—Same.

Wednesday—This day is used as needed. Every period to further the pleasure and thought of tomorrow when we invite our parents to come to see us.

Thursday—The Christmas program.

As summer ends and vacations, whether long or short, give place to the regular work of life, it must not be thought that the good of rest has stopped, and that we must wait another year for its renewal. Added to the pleasure of recreation, to change of scene and habit and invigoration of body, there is a benefit of a deeper kind. It is a poor vacation which does not set in permanent motion what we may call the spirit of vacation, and show that that is the normal spirit of all the experience of the year. Mere reaction is questionable; but to get a new tone, a steadier hold on self, to establish the norm of life, not as endurance, fidelity, industry, or ambition only, but, in and above them all, as joy, is the secret of the summer.

—Christian Register.

I would that I could utter
My feelings without shame;
And tell him how I love him,
Nor wrong my virgin fame.

Alas! to seize the moment
When heart inclines to heart,
And press a suit with passion,
Is not a woman's part.

If man comes not to gather
The roses where they stand,
They fade among the foliage;
They cannot seek his hand.

Stay, rivulet, nor haste to leave
The lovely vale that lies around thee.
Why wouldst thou be a sea at eve,
When but a fount the morning found thee?

—*William Cullen Bryant*

There is not in nature
A thing that makes a man so deform'd, so beastly,
As doth intemperate anger.

—Webster's Duchess of Malp.



STORIES, GAMES, PLAYS
RECITATIONS, MEMORY GEMS, ETC.

THE EVERYDAY ADVENTURES OF ALBERT AND ANNABEL.

LELLA A. REEVE.

I.

ALBERT AND ANNABEL GO SLEDDING.

"Albert, Annabel," called a cheery man's voice from the next room, "Who saw the snow fairies this morning?"

It was a bright January morning and the two children were lying half awake in their little beds, but when they heard their papa's voice, they scrambled to the window.

Everything was white with snow. The ground was white, the trees were white, the fences and roofs of the houses were white, all shining and sparkling in the morning sun, but not a fairy to be seen!

The children were happy and excited, and longed to run out and plunge into the beautiful snow at once; so as soon as breakfast was over, their mamma helped Albert get his head through a red sweater, and buttoned a little furry coat around Annabel. Then they put on their caps and mittens, and Albert buttoned Annabel's overshoes.

They dragged their sleds across the snow-covered lawn, over a brook, and up the long hill that looked so tempting from the nursery window.

"Here's a good place to start," called Albert, who had gone ahead. "I'll go first, Annabel, you're so little." "I'se so little," repeated Annabel.

Albert sat down and put out his feet on each side and away he flew. He went down twice and pulled his sled up again before his little sister decided to start.

"Anbel going now," she said.

"All right," said Albert, "put your feet out each side."

"You didn't needed to told me dat," said Annabel; "I knewed it already."

Albert pushed her sled ever so little and she started down hill; but when she had gone only a few feet, her foot struck a stump, the sled whirled around and she nearly fell off.

Albert ran to help her and found her holding on with both hands. "Good for you to stick on, Sister," he said. "I digged my heels into the snow," replied Annabel.

After many brave little pushes, she put her sled in the path again, and went straight down the hill, saying to herself, "Dere, dat's de way."

After that, she was not afraid and took her turn with Albert until they had both slid down many times.

The sun was getting high and warm and had melted the snow from the trees when Albert came up the hill one time and found Annabel with her thumb in her mouth and her tired eyes almost closing. He knew then that she was sleepy and he put his arm around her and told her that Albert would take care of her. So they trudged down the hill and home together, dragging their sleds behind them.

II.

ANNABEL MEETS WITH AN ACCIDENT.

A few days later, as the children were playing by the brook, Annabel stumbled and struck her mouth on the railing of the little bridge. It must have hurt her badly, for tears were dropping from her eyes when she looked up to Albert, but being always a brave child, she said nothing; not then, but when they had gone a little farther, an idea came to Annabel that made her suddenly cry and sob.

Albert was greatly troubled to hear her and asked anxiously, "What's the matter, Sister?"

"O, I dullened my teef," cried Annabel.

"What?"

"I dullened my teef so I can't chew," sobbed the frightened little girl.

Albert thought it would be dreadful to be unable to chew one's food, but he knew if there was any help his mother could give it, so he only said, "Let's run home and tell mamma."

She saw them coming and opened the door. "Muvver, I've dullened my teef so I can't chew," wailed Annabel, as she ran to her mother's arms.

Mamma looked gravely into the little

mouth. "The best thing to do," she said, "is to try your teeth on some food at once, and if you can eat it, then they are all right.

"Sarah," said Mrs. Blake, "please bring the children some biscuits and warm milk." Sarah was the children's colored nurse and they loved her gentle black face in its white frilled cap.

Annabel ate her luncheon easily and soon forgot all about her teeth. When the children had finished eating, Sarah took Annabel in her arms and carried her upstairs. The little girl was fast asleep when they reached her bed.

Sarah took off her shoes and made her comfortable, then she drew down the window shades and went softly out of the room. It was not quite time for Albert to begin his lessons, but Sarah began to look for him, muttering to herself, "I speck dat big boy of mine done go out doah agin."

Finally she reached the front windows and, looking out, saw Albert by the front gate, making a snow man to show to his papa when he came home to dinner.

Sarah opened the door and called, "Honey, you done hab to come in in a quahtah ob an houah." "All right," replied the little boy, "I'll be there."

Then Sarah went contentedly about her work, knowing that the children were safe and happy.

III.

PUSSY-WILLOWS.

"Papa, won't you take us for pussy-willows?" asked Albert one mild morning in late February.

"I wants puss-willows, too, Daddy," said Annabel.

"You do," said their father, looking lovingly down at his children, "then I suppose you'll have to have them."

Their wraps were soon on, and Annabel, riding on her papa's shoulder, through the long hall to the front door. It was Washington's birthday, so Mr. Blake was to be at home all day, and he liked nothing better than being out of doors with the children.

They walked the length of the street, then crossed the fields where the brook ran like a blue ribbon through the brown grass; then they turned into a country road and presently came to a yellow clay bank, out of which great bunches of pussy-willow were growing with little silver blossoms showing, some red, and some green and yellow underneath, and looking very brilliant in the morning sunshine.

The children wished to get as many as possible to send to their Aunt Annie, who spent much time helping the children of the poor. She had once written their mamma of how these children longed for flowers, but rarely saw them.

Mrs. Blake's kind heart was touched and shortly after she received the letter, she had gone to the poorest part of Boston, taking with her a large basket of yellow daffodils.

In the streets, ragged and dirty children came crowding around her and one little girl asked, "Be dey real flowers?" "Don't youse be smart," said another one; "of course dey ain't—anyone knows dey's paper."

Mrs. Blake had described this visit to Albert and Annabel. Albert was old enough to remember the incident, and it was he who had suggested sending pussy-willows to these unfortunate little ones.

Papa and Albert cut until their arms were filled with great bunches, and when they could carry no more, they all started for home.

On reaching their own house, a big figure came running down the steps to meet them. When they saw it was their Cousin Ben, they rushed at him with happy little shouts, crying, "Hurrah for Harvard!"

"That's the stuff," said Ben, as hugged the children and admired their pussy-willows.

IV.

COUSIN BEN'S VISIT.

They were soon in the house, and eating a fine dinner. As they sat at the table, Ben turned to Albert saying, "Well, young man, I thought you were going to move to Boston."

"No *sirs,*" said Albert, "you know I like Fairdale better than *anywhere.*"

"But Boston is much larger," urged Ben, "it has more houses and more people."

Then spoke up little Annabel, thinking of their morning out of doors, "Fadale has more sky." Ben laughed so hard at this that Annabel looked grieved and Ben hastened to tell her she was "all right." "An'bel all lite." responded the little girl.

About two o'clock, the pussy willows were shipped to Boston, and when the evening mail came in at six, Annabel asked if she and Albert had a letter. She knew that when flow-

ers came to their house, mamma wrote a note to someone, and why should not the poor children write to her and Albert.. She wished a letter so much and was so disappointed at not getting one that the next morning Cousin Ben offered to take her to the postoffice. He staid at the door while Annabel went up to the window where it said, "General Delivery."

Her nose hardly came to the bottom of the window, but she lifted up her sweet little voice and said, "Box Twenty-four." In reply, some letters came slipping out toward her, and one of them, Ben said, was for her. He told her to take it home for mama to read to her.

The letter was not about pussy-willows, but something far more exciting. It said, "Mrs. Benjamin Woodruff desires the honor of Miss Blake's company on Saturday afternoon, to see an exhibition of lions at the Fairdale theatre."

"What do it mean?" asked Annabel of her mama.

"It means that you are to go with Benny this afternoon to see some lions," said mama.

"What doze lines?" asked Annabel. In reply, Albert brought some books and showed Annabel pictures of the King of Beasts.

One picture showed a lion standing on a table-land alone in the desert. The little girl looked at it for a long time, and then said, "An'bel not 'fraid to see line in desert. An'bel jump on tra car and come right home." Then she asked with the sweetest of little smiles, "May we ride on tra car to see lines, Benny?"

"Sure," said Ben, "We'll go on the trolley."

Albert went too, and they had a beautiful time with their good big cousin from college.

A few days later came a letter from Aunt Annie, full of gratitude for the flowers which, she said, were giving pleasure to many unfortunate people whom she had told of the loving little children in the country who had thought of them.

V.

SNOW PICTURES.

"Voila! Albert," said his mother one March morning as she looked up from her sewing. Albert looked too, and saw the snow whirling down outside.

"Oui, ma cherè maman," he replied. "Gee, I'm glad it's snowing again," and shouting, "Hurrah for Harvard!" he ran for his cap and out the front door.

Annabel had looked up with a dark little face at the French words which she did not understand. "I don't n't care," she said resentfully. "I can say it just as it is. I doesn't have to say it in Ja-manny."

"Never mind, baby girl," said mama. "I have a letter from Uncle George which says he and Cousin Lucy are coming this afternoon for a two-day's visit. Lucy speaks your language."

"What doze gwage?" asked Annabel.

"Little girl talks, like yours," said mama.

"I fink I like Lucy," said Annabel. Their guests came at three o'clock and Annabel's eyes grew large as she saw a little girl with long yellow curls falling over a blue velvet coat, being carried up the walk, through the snow in her father's arms.

The children wished to take their pretty visitor out of doors at once to show her to their playmates, but it was still snowing hard and mother said, "Wait until the storm is over."

The next morning being clear and pleasant, the children lost no time in getting out of doors. They had been frolicking for an hour in the snow, when Mrs. Blake came out with some sticks. She gave these to the children and told them to each make a picture in the snow.

"O good," cried Albert, "I'll make an engine," and he began to draw lines and circles in the snow.

"What shall you draw, Lucy?" asked her aunt.

After a minute's thought, Lucy replied. "'Golinf of Goff' and a kitty."

"I'se going to draw angel," said Annabel.

"F'hat is angel?" asked Lucy.

"Angel fly like doze," said Annabel as she struggled with her stick in the effort to draw some wings.

"Does dey bite?" queried Lucy.

"Does dey, muvver?" asked Annabel.

"No, dear," said Mrs. Blake as she hurried into the house that the children might not see her laughing. Soon she came out again and sat a long time in the sunshine while the children worked busily at their drawing.

VI.

MOTHER TAKES A NAP UNDER DIFFICULTIES.

After luncheon, Annabel began to ask as many other children often do, "Mama, what can me do?" Albert had gone to Boston with papa and Uncle George. Sarah had gone

away for the day, and mama wished to lie down for a nap. She told the little girls, however, to stay in her bed-room where they could play quietly with each other, but not to talk to her.

Mrs. Blake soon fell asleep. After awhile, the little girls grew tired of their dollies and began to wander about the room.

On mama's dressing-table were some fascinating things—little bottles and jars and boxes. Annabel had often put out a little finger and daintily touched them, but she had never taken them away from their places.

Lucy was younger and had not been so carefully taught. She took a little cut-glass jar of cold cream in her hands and lifted the cover. It looked very white inside. She stuck in a finger. It was soft and smooth.

"Fhat drot in dere?" she asked.

"Va lene," said Annabel, meaning vaseline.

"Va lene," repeated Lucy, "F'hat for?"

"For mama," said Annabel, "on face and hands."

"Oh," said Lucy. She went softly up to the bed and began to smear the white cream over her auntie's face and hands.

Mama was so soundly asleep that the soft little touches did not disturb her. Soon the jar was empty. What should they do next? On the table was a little box, round and high. It had purple violets on it and around the cover the odor was delicious.

There were tiny holes in the top and one could shake fine white powder out of them.

Annabel stood smelling the box, when Lucy grabbed it in her little hands and started for the bed. She shook powder into all of the places where they had rubbed the cold cream. While Lucy was busy at this, Mrs. Blake came slowly out of her sleep, to find herself oily and powdery and to see four bright, big eyes staring at her from beside the bed.

Mama looked first at one little girl, then at the other, as she realized what had happened. Lucy's face was untroubled, but Annabel showed signs of distress.

Lucy held up the empty jar to her auntie and said joyously, "Va'lene, Aunt Fi, va'lene."

Aunt Fi smiled into the little faces and said nothing, but Annabel's heart was heavy, nevertheless.

The next day, Lucy and Uncle George went home, and after they had left Annabel climbed to her mama's knee and putting both arms around her neck sobbed away her remorse.

VII.

HOW SPRING COMES.

One Sunday morning in April, the sun came shining across the breakfast table in a long, golden bar. It made little Annabel think of something for she suddenly asked, "Papa, how do spring come?" and Mr. Blake replied, "With green grass, and singing birds and running brooks." Then he added, "If the sun still shines this afternoon, I'll show you."

About eleven o'clock, the rain poured down, but 'twas only a shower and the afternoon was bright and clear.

Papa took the children through the front gate and down the long, paved street. Little new leaves were out and looked quite green on some of the trees, but they saw no other signs of spring until Albert suddenly stopped and peered under a hedge. Then Annabel looked also. It was a pretty sight. On the other side of the hedge, a bank covered with tiny flowers; pretty white violets on short stems with a few green leaves around them.

In the woods, everything looked brown. The ground under the tall trees was covered with wet, dead leaves, and the sky was showing above through bare branches.

Mr. Blake saw little flowers among the dead leaves, but said nothing waiting for the children to find them.

"Look dere," exclaimed Annabel as she spied a white dot. Soon she saw a purple one, then many more; pink and white and purple and lavender ones in among the dead leaves. "They are called hepatica," said papa. After the children had picked fine bunches of the lovely blossoms, their father said, "This is the way spring comes to the woods. Shall we go home another way, and see how it comes to the brooks?"

"O, yes, daddy," they replied with enthusiasm, for they loved running water.

They walked on through the woods, scrambling over a rocky hillside and out into the open ground. There were hills all around, and at the foot of the hills was a tumbling brook.

"F'are do it go, papa?" asked Annabel.

"We'll follow it and see," was his reply.

They were going down a slope and the water leaped and roared. "That's a lot of water," said Albert, and Annabel replied, "It don't am so big as our brook." Papa smiled.

He let the children run along the banks, and over the little bridges.

The brook gleamed on under the blue sky out into a level meadow and then flowed quietly along for some distance, until by a dip in the road, it jumped down several feet, and went tumbling on again, cutting its way in big curves through a lower meadow.

After they had been following it for some distance, the children were surprised to see their own house near at hand. "Dat my house," said Annabel in surprise. "You bet it is!" said Albert, smiling at his father as he realized 'twas their own brook they had been following.

Mr. Blake kept looking toward the house, and soon they all saw mama coming out to meet them. "Spring is beautiful," said papa, softly.

Something stirred in the grass near as he spoke, and shouting, "O there's a meadow-lark!" he ran to watch the bird.

Annabel trotted off to her mother holding up her little full hands and saying, "Little patca for mma."

VIII.

THE RAINY DAY.

Albert was standing by the dining-room window with a dark little face. He had heard mama say, "This is the first of our cold May rains." "Rainy days are no good," he said. Annabel went to the window and looked out, too.

The rain was pouring down and rushing off in streams each side of the street. Tiny rivers ran down the window panes.

"Me don't can't play in de yard today," wailed Annabel. "What shall me do mover?" Mama looked into the dismal little faces and smiled. "Suppose me play Sun and Clouds. You be Clouds and I'll be Sun and chase you away?" so the children scampered across the room and they were all laughing and making a great noise, when papa came to the door.

"What's this! What's this!" he exclaimed, pretending to look severe. He caught up Annabel and set her on his shoulder. "The Princess Giggle on her throne," he said. Then he carried her several times around the room and gave her a "topsy-turvey" to the floor. Now run to the nursery, princess," he said, "and learn how to make scrap-books."

They ran off laughing, and mama soon followed, bringing advertising pictures from magazines, and scissors for each child, telling them to cut out pictures of things they knew about.

They found houses, book-cases, stoves, chairs, spoons, brushes, a bath-room, a piano, a bag with a camera, dollies, bicycles, and a woman, who Annabel said, was a "nice mama."

They worked so busily cutting out and posting in their scrap-books, that when Sarah brought their luncheon, they thought it was too early; but when Annabel saw hot buttered toast and cocoa, she cried, "Hurrah for Harvard!" and found she had a good appetite after all.

After they had finished eating, Sarah took up Annabel, saying: "Now my deah lil' lamb gwine to bye land."

So Annabel was taken for her nap, but Albert begged to go out of doors. "Yes," said their wise mama, "put on all of your rubber things and you may go."

Albert rushed to the closet for his wraps, and soon came out dressed in rubber coat, boots and a small sou'wester. He couldn't even wait to shut the door, but plunged out to "Our Brook," shouting with joy.

The water was high and rushing. All along the bank were bits of sticks and boards. They'll make dandy boats," said Albert. He played with them a long time, steering them through the whirlpools and beyond the rocks until finally they went sailing off, out of his reach, toward the sea.

He was working to get one through some rapids, when a big voice said, "Hello, my son!"

"Hello, daddy," replied Albert.

"You find navigation difficult," said papa. These were big words but Albert knew it was a joke of some kind, so he said, "O papa, you're so jokious."

Papa watched his little boy for some time. Finally he said, "Do you ever eat, Admiral?" Then a big arm went around the little shoulders, and father and son went into the house together.

IX.

THE SEASHORE.

Early in July, the Blake family went to the seashore.

The journey there lasted all day and seemed long to the children, though often a glimpse of a river or a boat or of strange wild flowers, as the train rushed along would divert them for a moment.

They were obliged to wait several hours in Boston in a big station where people went upstairs to the dining-room and ate at little tables.

Then they sat on long wooden seats in an enormous waiting-room and watched people hurrying to and from the trains. Everything seemed very big and tiresome, but at last 'twas their train-time, and they started for Battle Bay.

On reaching the hotel in the evening, the children were so tired that they went to bed at once.

In the morning they were early awake and looking out of the window as usual. "How strange it looks, so wide and big!" said Albert. "Down dere's de water; up dere's de sky," said Annabel thinking they looked much alike.

After breakfast, their parents took the children to explore. A path with wild roses growing high on either side led to the beach. They walked through it smelling the sweet blossoms which were many of them above Annabel's head.

When they came out on the smooth, hard beach, they found it full of wonders; sea weeds and star-fishes and shining yellow shells. While Annabel was gathering her hands full of these shining treasures, Albert called to her to come and see a star-fish wiggle. She ran to him and they both looked on in great delight to see the queer creature slowly curl up one arm.

"He would grow a new arm, if one of his came off," said Mr. Blake.

It was an exciting morning and seemed hardly to have begun when Sarah came to call the children to prepare for a bath.

"Had baff dis morning," said Annabel.

"But you'se gwine in de big watah, dis time," said Sarah.

"Too big baff tub," grumbled the little girl, but she took Sarah's hand and went with her obediently.

The children liked their bathing-suits, but going into the big water was quite another thing.

Albert walked in bravely though his heart beat fast. Papa came and took his hand. "Get under water, son," he said. "I'll hold on to you. Get wet all over the first thing."

Albert obeyed the kind voice, but when he put his head under water, out it came again. He shook it hard, and tasted salt water. After trying a few times, however, he liked it better and begged to stay in longer each time.

Annabel was not so brave. Whenever anyone tried to lead her into the water, she lifted up her little voice and cried, "No-o-o," and the first time she saw her papa jump off the float and go out of sight under water, she screamed in terror. When his head appeared again, his curly hair was hanging straight over his head and face, and she hardly knew him. This did not please the little girl either, and she cried again, "No-o-o."

Each day some one of the family would try to lead Annabel into the water, but she always screamed and ran back. One day when the other children who were at the beach, were all in bathing, she sat playing in the sand. She was so interested, that she did not notice the water which came up over her feet and slowly, slowly over her little fat legs. Then suddenly she saw it and jumped up and ran; but all at once she realized that she was met by the big water and it did not hurt.

(To be continued.)

ABOUT BOBBIE AND SALLY AND WINIFRED.

BY GARRETT WILLIAMS.

Bobbie had a sister named Sally. Her really, truly name was Sarah. She was named after her Aunt Sarah Matilda Periwig Hopkins Stevens Delancy Smith.

Papa and Mamma had told Aunt Sarah that the baby should be named after her, but when Aunt Sarah came and saw what a teeny, tiny baby it was, she said: "That baby's too small for my long name. We'll just call her Sarah." So Sarah she was named, and Sally she was called, because Sally sounds shorter, though it has just as many letters in it as Sarah. If you don't understand this ask your Mamma about it.

Sally was two years older than Bobbie, so that when Bobbie was five years old and went to kindergarten, Sally was seven years old and had been going to school for two years.

One day Sally came home from school alone, and when Mamma asked where Bobbie was, Sally said he ran down the street after a kitten and wouldn't come back when she called him.

"Oh he will get lost," said Mamma, and she began to cry so hard that the tears splashed

all over her face, and down the front of her dress, and onto the floor. "O run back and find him quick, Sally; he may get run over, something dreadful might happen to him. Oh dear! oh dear! oh dear!" Mamma kept crying so loud and so hard that Sally ran back as fast as she could to find Bobbie.

She found Bobbie coming home carrying a dear, little, tiger-striped kitten in his arms. He said a lady gave it to him for his very own, and he wasn't lost, and he knew the way home.

Sally and Bobbie ran home together as fast as they could to tell Mamma about it, and ask her if they could keep the kitten. Mamma said they could, but first she kissed Bobbie about twenty times. She was so glad to see him alive and well, and to know that nothing dreadful had happened to him.

Bobbie named the kitten Winifred after a little girl who lived next door. Papa bought a leather collar for it, with a name-plate with the name Winifred, and 36 Main Street on it. "Now," he said, "if Kitty runs away and gets lost she will be brought back to Bobbie again." Mamma gave Bobbie a red rubber ball, with a string fastened to it, for Kitty to play with. When Bobbie or Sally held the string and ran, Winifred ran after the ball which rolled along the floor.

Oh, what a good time they had! They played with her all the afternoon until Winifred was tired and wouldn't play any more. Then Bobbie held a saucer while Sally poured milk into it for her supper. Mamma gave them an old black shawl, and they made a soft bed for her near the fire where she would be warm and comfortable. After that Bobbie and Sally had their supper and went to bed too.

One day Winifred went to kindergarten with Bobbie, but that doesn't come in this story. I will tell you about that some other time.

WINIFRED AT KINDERGARTEN.

BY GARRETT WILLIAMS.

One morning Bobbie put Winifred's collar on, and Mamma went with him to kindergarten and carried her. Miss Grant, his teacher, had told him the day before that he could bring her, so that all the children could see a kitty close to. You remember Bobbie named his kitty, Winifred, after the little girl who lived in the next house.

Winifred lay quite still in Mamma's arms and didn't try to get away, until they passed a big dog. Then she bristled and spit, and scratched Mamma's hand. Bobbie said all the hairs in the fur of her outside got fat. Mamma held tight onto her, and she did not get away, and pretty soon they came to the school.

Mamma went in with Bobbie and stayed while Miss Grant showed kitty to the children, and talked to them about her. Miss Grant let each little boy and little girl hold her in their arms and smooth her fur. Winifred purred and seemed to like to be held very much.

After each of the children had held her, Winifred jumped to the floor and went sniffing and smelling about. She smelt of the legs of the chairs and the tables, and she smelt of the floor, and along the side of the wall. Miss Grant told them she was learning to know the room that way, just as they had learned to know the kitten by holding it in their arms.

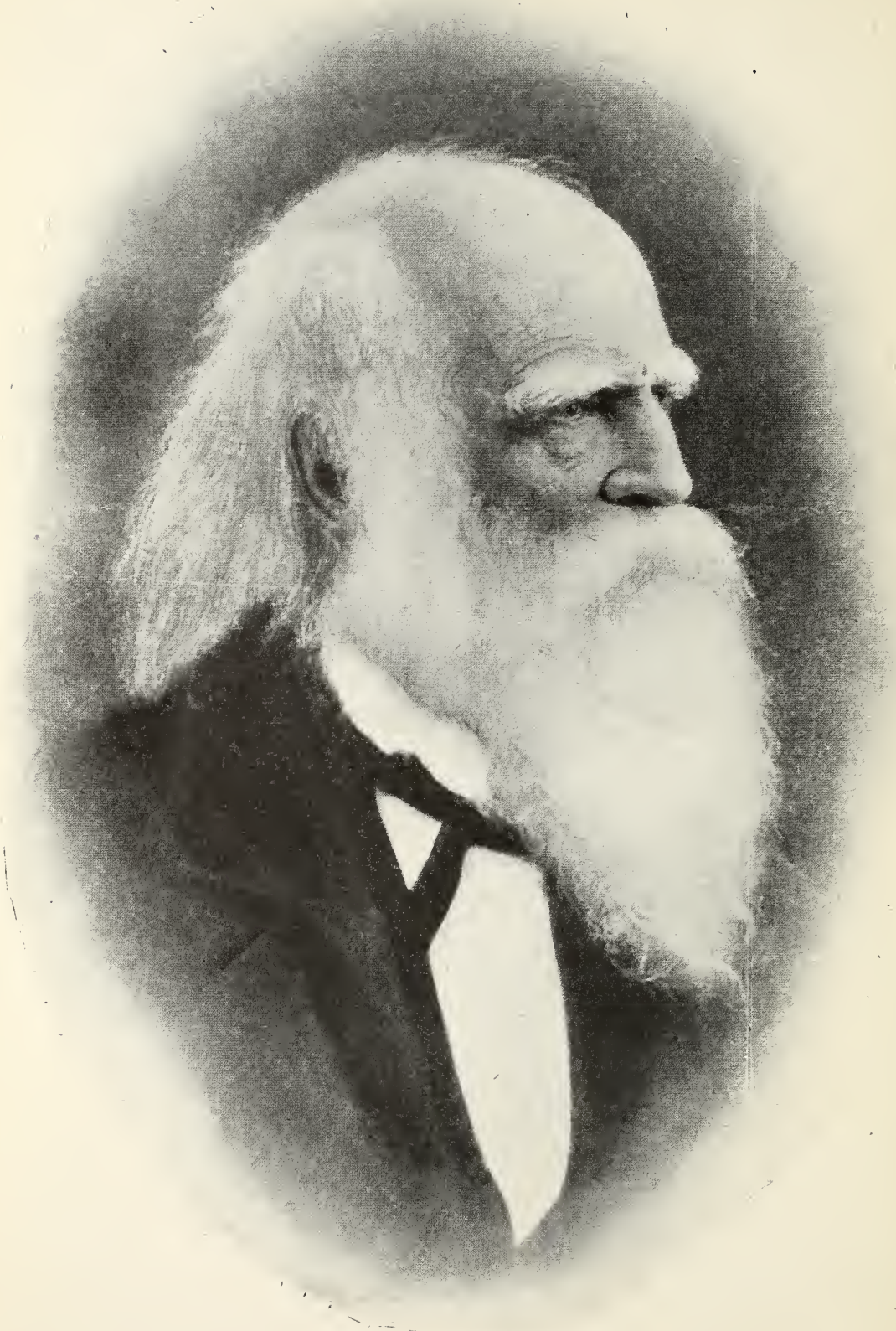
While Miss Grant was talking Winifred jumped on a chair. From the chair she jumped to a table and then, before Mamma or Miss Grant could stop her, she sprang to the window-sill, and was out the window and down the street in a flash.

Bobbie's mamma and Miss Grant rushed to the door, but kitty was way down the street, nearly out of sight. Mamma ran after her as fast as she could go. Inside the school-room Miss Grant could hear the children all talking at once, and making a great noise, so she hurried back again.

Bobbie cried very hard, for he thought he would never see his dear little Winifred again. He cried all the morning till eleven o'clock came, and Sally came from another room to take him home. His mamma would not let him go home alone, yet, for fear something dreadful might happen to him.

As soon as Bobbie told Sally that Winifred was lost, Sally said "we will find her," and taking hold of hands they ran toward home as fast as they could. At the corner they met Mamma coming to meet them. In her arms was, what do you think? Little Winifred Kitty, safe and purring.

Wasn't Bobbie and Sally glad! Bobbie stopped crying and when he reached home, and had had his dinner and had given kitty her dinner of bread and milk, he played ball with her all the afternoon. Each time he ran past Mamma with his string and ball, which kitty was chasing, he said, "O Mamma dear, I'm so glad Winifred isn't lost."



WILLIAM CULLEN BRYANT

"The Father of American Poetry."

(See page 81)

Thanksgiving Song.

TUNE: "Old Hundred."

For flowers so beautiful and sweet,
For friends and clothes and food to eat,
For precious hours, for work and play,
We thank Thee this Thanksgiving Day.

For father's care and mother's love.
For the blue sky and clouds above,
For springtime and the autumn gay,
We thank Thee this Thanksgiving Day!

For all Thy gifts so good and fair,
Bestowed so freely everywhere,
Give us grateful hearts we pray,
To thank Thee this Thanksgiving Day.

—*Mattie M. Renwick, in Child Garden.*

God Bless Our Fatherland.

O. W. HOLMES.

God bless our fatherland,
Keep her in heart and hand
One with our own;
From all her foes defend,
By her brave people's friend;
On all her realms descend;
Protect her throne.

Father, in loving care
Guard Thou her kingdom's heir,
Guide all her ways;
Thine arm his shelter be
From harm by land and sea;
Bid storm and danger flee;
Prolong his days.

Lord, bid war's trumpet cease;
Fold the whole earth in peace
Under Thy wings,
Make all Thy nations one,
All hearts beneath Thy sun,
Till Thou shalt reign alone,
Great King of kings.

A Thanksgiving Letter to Grandma.

"Dear Dranma. I finked I would rite you a letter
To tell you how I love you—a bushel or more;
Mamma hopes that now your sore foot is all better;
And we'll come to Thanskgiving as we did before.

"Please make us some pies and some pudding and jelly
A turkey with stuffing and onions, and then
Please don't you forget that I like stuffing smelly
Of sage. From your 'fectionate Charlie. Amen."

And grandma, dear soul, as she pores o'er the letter,
With a smile on her lips and such mist in her eyes,
That she wipes off her glasses to see through them better,
Plans out a whole shelf full of puddings and pies.

Of tarts and of cookies, of custard and jelly,
A good battalion of gingerbread men;
At last, but not least, fat turkey cooked "smelly"
Of sage, for the youngster who wrote her "Amen."

—*Good Housekeeping.*

A Thanksgiving Recipe.

It takes one little girl or boy,
Two hands to work and play,
And just one loving little heart
To make Thanksgiving Day.

THANK YOU DAY.

The "Thank you Day" again is here,
Upon this day in every year
The thankful people, large and small,
Praise God, the Father, all in all.

FAREWELL SUMMER.

(The Wild Aster.)

Cecil Cavendish in October St. Nicholas.

In the meadows near the mill,
By the wayside, on the hill;
In the fields that wander down
To the edges of the town,
And beside the farm house door,
"Farewell summer" blooms once more.

Little asters blue and white,
Many as the stars at night.
Summer's flowers have blown away;
Now you come to make us gay.
When the fields are growing brown,
And the leaves come fluttering down.

How I love to gather you,
Purple flowers, and white and blue,
On the cloudy afternoons,
When the wind makes pleasant tunes
In the orchard grasses dry,
Where the ripened apples lie.

Dear to me are days of spring,
And the summer makes me sing ;
Winter has its times of cheer,
But the best days of the year
Come when, close beside our door,
"Farewell summer" blooms once more.

PARENTAL THOUGHTFULNESS.

(Eunice Ward in October St. Nicholas.)

My big doll is called Hildegarde;
The little one is Marjorie;
The paper dolls are Evelyn,
Bettina and Elaine.
The rag doll is named Claribel;
The baby I call Gwendolen.
I've different taste from my mamma —
She named me Susan Jane.

"Had I Thought" died in the poor house.—German.

Better a mistake avoided than two corrected.

'Tis not how much but how well we read.

ETHICAL CULTURE

Why They Were Thankful

AN ETHICAL ENTERTAINMENT

CHARACTERS

Rosebud, a tot with a rag doll.
Prince Charley, a boy with a drum.
Pansy, a girl with a new dress.
Duke, a boy with a kite and marbles.
Pink, a very little tot.
Mamma.
Papa.

(*Children come running in as if turned loose to play.*)

Rosebud. To-day is "Givin' fanks" day, and I'm "fankful" cause I've got Jeremiah.

Prince Charley. Oh, you silly little Rosebud, I wouldn't give a cent for that old rag doll; it can't make a bit of noise. I'm thankful for my beautiful great big drum. Just listen to it.

Pansy. I'm thankful for my lovely new silk dress (shaking her curls). I am going to wear it to church next Sunday. I'll look real pretty, too.

Prince Charley. You vain little minx! (pinching the ear nearest to him). Dress, dress, dress, that is all you think about.

(Pansy gives Charley a comical look.)

Duke. Well, I'm thankful because my kite flies the highest. I'm first in my lessons, too, and I beat all the boys playing marbles. Do you want to see my agates? They are the finest in town; that is what I am thankful for.

(Rattles marbles.)

Prince Charley. Why, Pink hasn't told us what she is thankful for. You must say something, Pink, or you can't have any turkey or mince pie for dinner.

(Pink hangs her head and acts embarrassed.)

Duke. Yes, of course, let's hear what Pink has to say.

Pansy. Pink doesn't like dresses very much.

Rosebud. Nor Jeremiahs. (Giving her dolly another hug.

Prince Charley. Nor drums. (Laughing.)

Duke. Nor marbles, nor kites, nor being first; now, what can you be thankful for, anyway?

Pink. (Shyly and softly.) I'm thankful for papa and mamma, because they are such a dear good papa and mamma

[A moment of silence.]

Prince Charley. Why (letting his drum sticks fall), papa gave me this drum on my birthday,

Duke. And mamma made my beautiful kite.

Pansy. And my silk dress.

Rosebud. And my Jeremiah, too.

Prince Charley. I wonder what mamma is thankful for?

Duke. Suppose we go and ask?

Pansy, Pink and *Rosebud.* All right.

(They make a rush towards the door. Enter Mamma.)

Duke. Oh, mamma, to-day is Thanksgiving; what are you thankful for? We all want to know.

Mamma: (Looking from one to another, smiling.) Can't you guess?

Pink. (Takes one of Mamma's hands.) I think mamma is thankful because she's got me.

Pansy. And me (running over to take the other hand).

Rosebud. And me, too (nestling in her lap).

Duke and *Prince Charley.* (Crowding close up.) And me, and me.

(Enter Papa.)

Papa. And me (puts arms about all). Now, what do all these "me's" mean?

Pink. Why, we were all telling what we were thankful for, and we were guessing that mamma was thankful because she had us.

Duke. But, papa, whom must we thank because we have you and mamma, and you and mamma have all of us?

Papa. (Soberly.) Can't you guess?

Pink. (After a slight pause.) You mean God, papa?

Papa. Yes. Praise God from whom all blessings flow?

Curtain.

MEMORY GEMS.

Life is what we make it.

As you sow you shall reap.

Nothing certain but uncertainty.

It is better to be sure than sorry.

Present neglect makes future regret.

"Don't Care" has no house.—Negro.

Every why hath a wherefore.—Dutch.

Better twice measured than once wrong.

When in doubt what to do—don't do it.

The way to be safe is never to feel secure.

Hope for the best; get ready for the worst.

Catch no more fish than you can salt down.

We find in life exactly what we put in it.—Emerson.

The better part of valor is discretion.—Shakespeare.

A bird in the net is worth a hundred flying.—Hebrew.

A thousand probabilities do not make one truth.—Italian.

True happiness consists in making happy.—Hindoo.

When angry, count ten before you speak; if very angry, a hundred.—Jefferson.

Next to being a great poet is the power of understanding one.—Longfellow.

The books which help you most are those which make you think most.—Theodore Parker.

William Cullen Bryant

Has been called "The Father of American Poetry." Most of his best known poems relate to Autumn and he has also been called the "Poet of Autumn." He was born in Cummingham, Mass., November 3rd, 1794, and began his education in a country school when he was four years old. He spent two years at Williams College, then studied law, and afterward moved to New York, where he began work as an author.

Following are two of his complete poems and extracts from others:

From "Thanatopsis"

To him who in the love of nature holds
Communion with her visible forms, she speaks
A various language; for his gayer hours
She has a voice of gladness, and a smile
And eloquence of beauty, and she glides
Into his darker musings, with a mild
And healing sympathy, that steals away
Their sharpness, ere he is aware. * * *
* * * * * * * * * *
So live, that when thy summons comes to join
The innumerable caravan, that moves
To that mysterious realm, where each shall take
His chamber in the silent halls of death,
Thou go not, like the quarry-slave at night,
Scourged to his dungeon, but, sustained and soothed
By an unfaltering trust, approach thy grave,
Like one who wraps the drapery of his couch
About him, and lies down to pleasant dreams.

To the Fringed Gentian

Thou blossom bright with autumn dew,
And colored with the heaven's own blue,
That opened when the quiet light,
Succeeds the keen and frosty night.

Thou comest not when violets lean
O'er wandering brooks and spring unseen,
Or columbines, in purple dressed,
Nod o'er the ground-bird's hidden nest.

Thou waitest late and com'st alone,
When woods are bare and birds have flown,
And frosts and shortening days portend
The aged year is near his end.

Then doth thy sweet and quiet eye
Look through its fringes to the sky,
Blue--blue—as if that sky let fall
A flower from its cerulean wall.

I would that thus, when I shall see
The hour of death draw near to me,
Hope, blossoming within my heart,
May look to heaven as I depart.

All things that are on earth shall wholly pass away
Except the love of God, which shall live and last for aye.

The Wind and Stream

A brook came stealing from the ground;
You scarcely saw its silvery gleam
Among the herbs that hung around
The borders of that winding stream,
The pretty stream, the placid stream,
The softly-gliding, bashful stream.

A breeze came wandering from the sky,
Light as the whispers of a dream;
He put the o'erhanging grasses by,
And softly stooped to kiss the stream,
The pretty stream, the flattered stream,
The shy, yet unreluctant stream.

The water, as the wind passed o'er,
Shot upward many a dancing beam,
Dimpled and quivered more and more,
And tripped along a livlier stream,
The flattered stream, the simpering stream,
The fond, delighted, silly stream.

Away the airy wanderer flew
To where the fields with blossoms teem,
To sparkling springs and rivers blue,
And left alone that little stream,
The flattered stream, the cheated stream,
The sad, forsaken, lonely stream.

That careless wind came never back;
He wanders yet the fields, I deem,
But; on its melancholy track,
Complaining went that little stream,
The cheated stream, the hopeless stream,
The ever-murmuring, mourning stream.

From "O, Mother of a Mighty Race

What cordial welcomes greet the guest
By thy lone rivers of the West;
How faith is kept, and truth revered,
And man is loved, and God is feared,
In woodland homes,
And where the ocean border foams.

There's freedom at thy gates and rest
For Earth's down-trodden and oppressed,
A shelter for the hunted head,
For the starved laborer toil and bread,
Power at thy bounds,
Stops and calls back his baffled hounds.

From "Autumn Woods"

Ere, in the northern gale,
The summer tresses of the trees are gone,
The woods of Autumn, all around our vale
Have put their glory on.
* * * * * * * * * *
Oh, Autumn! why so soon
Depart the hues that make thy forests glad;
Thy gentle wind and thy fair sunny noon,
And leave thee wild and sad!
Ah! 'twere a lot too blessed
Forever in thy colored shades to stray;
Amid the kisses of the soft southwest
To rove and dream for aye;
And leave the vain low strife
That makes men mad--the tug for wealth and power,
The passions and the cares that wither life,
And waste its little hour.

KINDERGARTEN GROWTH

[NOTE:—Under this heading we shall give from time to time such items as come to our notice relative to the establishment of new kindergartens as well as articles or statements in the public press or from noted educators favorable to the kindergarten cause,]

Good Words for the Kindergarten

Speaking of the 850 kindergartens in New York City, The Times has this to say:

"Two years of training for these children at their present age is more to be desired, from the standpoint of the public need, than the four years' course in the high schools for those who can enter them. The late Mr. Richard Watson Gilder used to say: "Plant a free kindergarten in any quarter of the overcrowding metropolis, and you have begun then and there the work of making better lives, better homes, better citizens, and a better city."

We agree with these high opinions. The best way to give the tree symmetry is to begin at the twig. Froebel says: "The child learns as many new things during the first five years of his life as he does all the other years put together." It is of the highest importance that this knowledge shall be of a hopeful, elevating and fruitful character. Two years in the kindergarten is of more value than four years in the high school, as The Times contends, is an opinion that Froebel supports and there is no greater authority than Froebel.—*Columbus, Ohio, State Journal.*

We have only one little daughter, a child of four, and she is often so lonely we are considering sending her to a kindergarten. Some of my friends, however, do not believe in kindergarten training. Would you send her to one now, or wait until she is older and then let her go to a regular school? T. M. N.

In the case of your little girl I would advise sending her to the kindergarten as soon as possible. It will teach her to associate happily with other children and do much to prevent selfishness, besides keeping her employed part of the day.—*Ladies Home Journal.*

Galesburg, Ill.—The Evening Mail says: "The Free Kindergarten Association and the visiting Nurse Association are two efficient and indispensable institutions. Each has its established program and its admirable record. Each deserves the whole-souled support of our citizens, who, for the most part, have shown their appreciation of these societies by generous contributions—none too generous—to their work. Their efforts are intelligently directed, and their service is far-reaching. The work of the Free Kindergarten has become familiar through years of successful operation. Its immediate needs are called to our attention in the Evening Mail of last Tuesday, in an appeal which will no doubt receive the response it deserves.—*Evening Mail.*

Webster Grove.—Miss Edna Flint has opened a Kindergarten here.

Hammond, La.—Miss Josie Smollen has opened a Kindergarten here.

Newark, Ohio.—Misses Mary Louise Wales and Mabel Jones have opened a private Kindergarten here.

Nashville, Tenn.—Mrs. H. B. Porter will open a private Kindergarten in West Nashville.

Medford, Mass.—Sara E. Graham has opened a private Kindergarten in the Randall Block.

Somerville.—Etta E. Traftorn opened a private kindergarten at 160 Willow Ave., Oct. 1st.

Cannon City, Colo.—Mrs. C. A. Birkhardt has lately moved to Kansas City, Mo.

Lee, Mass.—Miss Clara Phelps has resumed her kindergarten work at Milton.

Gt. Barrington, Mass.—Miss Margaret Tanner has taken up kindergarten work at Oberlin, Ohio.

Hingham, Mass.—The Free Kindergarten received a substantial benefit by a sale of ladies' fancy work Sept. 29th.

Franklin.—A Kindergartner is wanted here to take charge of the private kindergarten which has heretofore been conducted by Miss Rice.

Rockland, Mass.—Grace E. Smith, a graduate of a Boston Training School, has opened a private Kindergarten on Park Street.

Revere, Mass.—Miss Marjorie E. Barton, a graduate of the Lucy Wheelock training school has opened a Kindergarten here.

Portland, Ore.—Mrs. E. L. Clark read an excellent paper Oct. 23, on "The Kindergarten—its Possibilities" before the civic improvement club.

Medford, Mass.—Miss Sara E. Graham has re-opened her Kindergarten in the Randall block and is meeting with success.

Chester, Pa.—The Misses Sprogell are meeting with success in their new Kindergarten on Front and Jackson streets—the first Kindergarten in the borough.

Jamaica Plains, Mass.—The new Kindergarten opened in the Geo. Putnam District, Egleston square, is meeting with success. Miss Nellie Morse is in charge.

Everett, Wash.—Miss Robinson of the Western Illinois State Normal School and Miss Mercer of Philadelphia, have opened a private Kindergarten at 3413 Colby avenue.

Knoxville, Tenn.—At the Mothers' Congress held at the Appalachian Exposition Mrs. G. H. Robertson of Jackson, President of the Congress, came out strongly in favor of the free kindergarten system in public schools.

Auburn, N. Y.—Two new Kindergartens have been opened in connection with the public school system. The Kindergartners are: Miss Charlotte E. Crossman, of Owasco road, as kindergarten assistant at an annual salary of $500 and Miss Ernestine Neumeister as assistant at an annual salary of $400.

NEWS NOTES

Lowell, Mass.—The Moody School Kindergarten has been transferred to the High street school.

Wilmington, Del.—The Kindergarten at the West End Reading Room is in charge of Miss Jennie M. Weaver.

Denver, Colo.—The Wolcott School Kindergarten opened September nineteenth in charge of Miss Grace Laird.

Portsmouth, N. H.—Miss Margaret Garrett has resigned as pianist at the Cabot street Kindergarten, and Miss Jesse Woods has taken her place.

Silvermine, Conn.—Miss Mary Lockwood of this place is attending the Bridgeport Training School for Kindergartners.

Wilmington, Del.—Miss Neva C. Smith has secured a position as instructor in Miss Hart's Kindergarten Training School, Philadelphia.

Manchester, N. H.—Grace Moore of this city is taking a course in kindergarten training at a Boston Kindergarten Training School.

South Bend, Ind. — The Kindergarten Training school here has a fine attendance. A dormitory has been established in connection on West Wayne street.

Grand Rapids.—Miss Florence Finlay of Escanaba, Mich., who is a student in the Grand Rapids kindergarten training school here, was nearly asphyxiated in her room by accidentally turning on a gas jet.

Macon, Ga.—Miss Estelle Newman and Miss Pattie Mae Brannon are in charge of the South Macon Independent Free Kindergarten. Its headquarters are located corner of Williams and Second streets.

Oklahoma City, Okla.—The City schools have an enrollment of 10,000 pupils. Supt. Brandenberg says: "Children who are within four months of being four years of age are eligible to attend the kindergarten."

South Bend, Ind.—A kindergarten for very young children has been opened in South Bend under the auspices of the Kindergarten Training School, and Miss Greta Benedict of Ossining, New York, has charge of it.

Dallas, Texas.—The cornerstone of the new kindergarten home of the Dallas Free Kindergarten Association was laid September 30th. The new building is being erected at the corner of Harwood and Cedar Springs Road, near the site of the old Neighborhood House.

McKeesport, Pa.—The McKeesport Kindergarten Association have opened the afternoon session of Kindergarten school in the South Park District in the McCleary building, corner Evans and Versailles avenues. The school is in charge of Miss Bertha Angle and Miss Margery Fowler.

Cincinnati, Ohio— At the first weekly meeting of the Cincinnati Kindergarten Training School, Miss Annie Laws gave a delightful talk relative to the Froebel Pilgrimage to Europe. Miss Lillian Stone and Mrs. Annie Gilchrist also gave addresses and an afternoon tea was served.

Lafayette, Ind.—Four Kindergartens under the Free Kindergarten and Industrial School Association will soon open. The work of the past year was very successful under the superintendency of Mrs. Jessie E. Matlock, who will again have charge of the schools this year.

Baltimore, Md.—A novel enterprise in the educational line has been started by Misses Belle M. Lauphheimer and Florence Nusbaum in the way of an open-air kindergarten. The young ladies are graduates of the Affordby School. Their new kindergarten will be located at 2429 Madison avenue.

Miami, Fla.—The new school building in which the new Kindergarten is to be located has advanced toward completion sufficiently to enable the Kindergarten to open. Miss Nellie MacNulty, of Glencarlyn, Va., a graduate of the Washington training school for teachers, will have charge of the kindergarten.

Galveston, Texas.—The Johanna Runge Free Kindergarten now occupies a new building with modern conveniences. This kindergarten was established 18 years ago by Mrs. Johanna Runge when the cotton mills were in operation. The new building which is on the north-western corner of Forty-second street and Avenue H, is 32 feet by 54 feet. The cost of the building is approximately $1800.

Anniston, Ala.—The Anniston Free Kindergarten Association, trying to improve conditions among the factory children of Anniston, benefited very handsomely by the mock baseball game which was played between the Fats and Leans of Anniston Tuesday afternoon. The kindergarten has just begun its scholastic year's work with a good attendance

New Orleans, La.—Two new Kindergartens have been opened this year as it was found that there was not enough public kindergartens to accommodate the children of this city, so the two just decided upon, one at the Walter C. Flower School, Miss Eddie Bentley, principal, and the other located at McDonogh, No. 15, Miss Theresa Gordon, principal, are expected to prove welcome additions.

Baltimore, Md.—For the present time, it has been decided the Highlandtown kindergarten will remain in the old quarters, at Rescue Hall, 412 Third street, Highlandtown, and will not move into School No. 2, on Pratt street, as had been planned. Already 175 children have reported. There are four teachers—Miss Sarah E. Nowell, Miss Mary A. Forrester, Miss Helen O'Rourke and Miss Alice Reinhart.

Pittsburg, Pa.—The opening of two kindergartens was reported by the monthly meeting of the Pittsburg and Alleghany Free Kindergarten Association. One is in the Hancock School, and the enrollment is so large there are nearly enough children to fill another kindergarten. The second is in the Ella street public school and is a gift made by Louis Aaron as a present to his wife on her 70th birthday anniversary.

Cincinnati, O.—At the annual election of officers of the Kindergarten Association the following officers were elected: President, Miss Annie Laws; vice-presidents, Miss Fannie Field, Mrs. Charles Fleischmann, Mrs. John M. Withrow, Mrs. P. H. Hartman, Miss Eugenie Werk, Mrs. William Kennon Dunham; recording secretary, Mrs. Austin Goodman; corresponding secretary, Mrs. J. R. Holmes; treasurer, Mrs. Charles H. Kellogg.

Harrisburg, Pa.—The kindergarten opened September 18, with a good enrollment of little dark-eyed Italian boys and girls and their brothers and sisters, many of whom have just arrived here with their parents from Hungary. Miss Helen Kirk of Philadelphia, a graduate of the Washington training school for deaconesses, will continue to have charge of the work this season. Miss Mary Mardorf, of Berwick, Pa., also a graduate of the Washington school, will be superintendent.

Memphis, Tenn.—The Jewish Free Kindergarten of the Educational Alliance, of which Mrs. Henry Oppenheimer is chairman, opened Oct. 6. The kindergarten will be under the direction of Mrs. John M. Gray, who has had charge for the past two years. In connection with the kindergarten, Mrs. Gray will give a two years' course in kindergarten training to all young ladies who express a desire to take up the work. There are eighty-five children enrolled and fifty waiting to enter.

Nashville, Tenn.—The kindergarten of the state fair grounds was the means Friday of returning three little children to their anxious mothers. The little ones strayed from their mothers' sides and became lost in the crowds that surrounded the grandstand. Finding themselves alone in the crush, they began to cry and when found by the teachers of the kindergarten they could hardly tell their names. The mothers were found by announcements from the judges' stand.

Scranton, Pa.—The Kindergarten at No. 18 school, which the school board decided to open at the last meeting, will begin as soon as the employes of the board can get the building in shape. This will take two or three weeks, as new seats and desks will have to be put in. Since the announcement was made that a kindergarten would be opened applications have been made by nearly fifty parents within the Second and Fourth Districts of the Fourth ward for places for their little ones.

Harrisburg, Pa.—The Methodist Deaconess Home conducted a successful Kindergarten last year and is introducing several new branches this year. One of the new branches will be a meeting for mothers at the home several days of each week; the mothers will be instructed in the care of the family and household. Another new class will be a sewing class for older girls, and clubs for boys will be formed. Under them all lies the work of the Sunday school, which is one of the strong points of the Home.

Dallas, Texas.—The training school here has a large enrollment. A new building is being erected for the North Dallas District. The East Dallas Kindergarten will be conducted by Miss Mary Bissett, in the regular quarters on Dawson street. The North Dallas Kindergarten will be conducted by Miss Ella Ewing, in the parish house of the Church of the Incarnation. The South Dallas Kindergarten will be in charge of Miss Kittie Belle Blair and the day nursery in the care of Miss Anna Dobbs.

Washington, D. C.—The kindergarten which has been established in connection with the Tacoma School occupies the newly completed parish hall of the Trinity Episcopal Church. The hall is one of the largest suburban structures of its kind in the district. A protest is being made against overcrowding the schools in that suburb. It is stated that because of the congested conditions many of the children are being forced to sit on steps and in aisles, while attending classes.

Hamilton, Ohio.—The Free Kindergarten conducted under the auspices of the Federated Clubs is held every morning except Saturday, closing at 11:30 o'clock. A hall at Grand Boulevard and East Avenue, commodious and airy, has been very kindly offered for the use of the kindergarten, by William Koetker, the owner. Miss Marion Fitton and Miss Lillian Dickinson have charge over the children, who number about fifty. The two girls who are teaching the children have become well-acquainted with conditions in the neighborhood of the kindergarten and feel very strongly the need of such an institution.

Galesburg, Ill.—Here is a chance to help a worthy cause. Galesburg's Free Kindergarten Association, one of the best charitable institutions in Galesburg and Knox county, is under quarantine because of three cases of diphtheria there. Those in charge of the institution are working hard with the little ones to prevent further spread of the disease and the announcement comes that they are in need, not only of funds but of clothing and things to eat as well. Charity begins at home and we have no doubt that Galesburg's philanthropic public will rally to the aid of this institution—a worthy home cause.—*Galesburg Mail.*

Bailey Island, Me.—A most interesting meeting was held here during Mrs. Alice Putnam's stay at her summer home to discuss the new Montessori Kindergarten method which has been introduced in Rome, Italy. Miss Mott of the Felix Adler School, New York, gave an interesting account of it. Many of the poor children, not only in Rome but in the surrounding country, were getting the benefit of this new and very suggestive method which gives greater freedom and where children are taught many practical things which they ought to know in the play spirit. A second meeting on this subject took place at the home of Mrs. Cullen Carter of Montclair, N. J., who spends her summers here.

Hilton, N. J.—Hilton was like a deserted village last night. Nearly all its adult population were in South Orange urging the Board of Education to hasten the construction of a new school and to restore to Hilton the kindergarten which was abandoned this year. The children are now conveyed by stage to Maplewood. The Hiltonites did not leave until they had been assured that something tangible in the way of a school site was

in view and that the Board of Education members would do all they could to restore the kindergarten. The Maplewood stage arrangement for Hilton children will, however, be continued for the present.

Wakefield, R. I.—The Stepping Stone Kindergarten this year will be conducted as a free kindergarten, and the small weekly fee heretofore charged for tuition will not be asked. The kindergarten was founded in 1891 by the late Mrs. Rawland Hazard. Since her death in 1895 it has been carried on by her eldest daughter. The house is owned by R. G. Hazard, who gives it rent free to his sister for this work.

Miss Anna Schliepstein has been the able and devoted teacher from the first, and was installed by Mrs. Hazard herself. During these twenty years, five hundred and seventy children have been instructed in the kindergarten. Since 1904 each year there have been graduates from the High School who began their education in the Stepping Stone Kindergarten.

Louisville, Ky.—The meetings of the Kindergarten Alumnae Club have been attended by many enthusiastic Kindergartners. The year's program has been definitely mapped out. Active work will be confined to four main branches, to be managed by four committees. The work to be done by these committees is varied, but will consist chiefly of story and game hours for the children of the Industrial school, the Home of the Innocents, the Detention Home, and all of the social settlements throughout the city. At the October meeting groups of children from these homes and settlements were taken to the park by the members of the club and given a play carnival. Those which follow have not been entirely arranged for, but it is understood that speakers will be asked to address the club on subjects relating to education and philanthropy.

Brooklyn, N. Y.—The new Elementary School building on the Eastern Park Way, will accommodate 2,300 children. It will contain two kindergartens. The Williamsburg school will accommodate 1400 pupils. The Queen's school building will accommodate 1974 pupils. Three other big elementary schools are well under way, all of them contracted to be finished before January 1. These three extra buildings will seat 6,000 children, and are to cost $725,000 altogether. The three combined will have 125 classrooms. One of these is to be at Lott and Hopkinson avenue, just on the edge of East New York; another at Throop avenue and Whipple street, in the Eastern District, and the third at Ridgewood, Lincoln and Nichols avenues, close to Woodhaven and Highland Park. Besides these the Bushwick High School is contracted to be ready a year and a half from now, and sketches have been submitted for the Bay Ridge High School, which will stand at Fourth avenue and Forty-seventh street.

Murray, Utah.—The Woman's club of Murray some time ago began agitating the kindergarten question and communicated with the Murray school board on the subject, with the result that the board in an open letter, promised to install a kindergarten in the Hillcrest school provided enough children were enrolled to justify the outlay. The Hillcrest school is situated more than half a mile south of the center of Murray proper, though nearly in the geographical center of the town, which embraces several square miles of country district. It is most inconveniently located and has been a subject of bitter strife to the parents who live in the northern limits of Murray and whose children are in some instances compelled to walk over two miles to school; and most certainly is inaccessible except by street car for more than one or two children of kindergarten age. In Murray proper there are from 50 to 75 children of kindergarten age whose parents are anxious that they shall have kindergarten training. The kindergarten law says most plainly that all towns of 2,000 or more population must maintain one or more kindergartens, and this law went into effect in 1907. Murray has an official population of 5,000, and is a city of the second class.

New York.—In the effort being made to reorganize the public school kindergartens in a manner contrary to the best interests of the youngest pupils is presented a striking evidence of the need for a change in the Board of Education. No consideration whatever has been given the young children whom the change would so vitally affect. Under the plea of economy and of exacting extra labors from teachers, members of the board are asked to make a change which would effectually cripple the entire kindergarten system. Already the policy, of doubtful legality, is being followed of assigning regularly licensed Kindergarten teachers to substitute in actual vacancies. The next step is to be an attempt to force a majority of the members of the board to agree to a modification of the by-laws, which would increase the register of classes, double the labors of the teachers, and overturn the present efficient organization. The proposition to crowd into one room fifty children under six years of age, and to require the same kindergarten teacher to serve two sessions with two different classes or a total of 100 different children, is regarded by educators qualified to speak as most detrimental to the children, and as too great a strain upon the teacher. The failure to appoint kindergarten teachers to actual vacancies can hardly be justified. —*N. Y. Globe.*

Los Angeles, Cal.—All public Kindergartens are greatly crowded this year, owing to the removal of the vaccination law. Four afternoon kindergartens have been opened, at Main Street, McKinley Avenue, Twenty-eighth Street and Trinity Street schools. Miss Ledyard is again at her post supervising the work, having fully recovered from her illness of the summer. Superintendent Francis believes that the new rule of the school department, requiring that kindergarten teachers, who wish to receive the maximum rate of salary, must do afternoon work, helping the regular teachers in the lower grades, will result in much good both to the kindergarten and to the lower grades, and help to bridge the gulf between the kindergarten and first grade. So successful has been the open air school at West Vernon avenue that others are to be opened at Normandie avenue and Sixty-sixth street schools, and bungalows are being built for this purpose. The one at Normandie avenue will be ready in about two weeks. The building is open on two sides. C. A. Faithfull, head of the ar-

chitectural department, Polytechnic High School, has worked out a plan for folding walls, which may be placed in position in inclement weather. At West Vernon avenue, the principal, Miss Josephine Bont, reports that the restlessness which characterized the class before its outdoor exodus has entirely disappeared, though the class was an ungraded one, and naturally more restless than the regular classes. The school will be kept open all winter, though a room is provided to which the class may retire if necessary.

Salt Lake City, Utah.—The officers and board of directors of the Free Kindergarten state that the year has started in a very satisfactory manner. Already there is an average attendance of twenty-five and the day nursery in connection is also filling a long-felt want in the community. Mothers are very glad to take advantage of the place to leave their little ones while they go out to work for the day.

The Kindergarten Circle of the Alumni Association of the Brooklyn Training School for Teachers has elected its officers for the year 1911-12. They are Miss Agnes I. Driscoll of Public School No. 128, president; Miss Edna C. Luscomb of Public School No. 83, secretary; and Miss Marguerite Crespi of Public School No. 46, treasurer. At the meeting on Monday there was present, besides fifty members of the Circle, Miss Ruth E. Tappan, head of the kindergarten department of the Training School. The Circle has planned to study kindergarten program this year and excellent reports of the first two weeks in their own kindergartens were presented by members of the Circle. Those who made the reports were Miss Henrietta Hearsey of Public School No. 41, Miss Maud E. Tanner of Public School No. 20, Miss Mary M. Stitt of Public School No. 64, Miss Ida F. Duncan of Public School No. 146, and Miss Alice R. Young of Public School No. 82. Most of the members present at the meeting made application to join the class in kindergarten games to be conducted by Miss Ella I. Cass of the New York Kindergarten Association. It is expected that the lessons will be given in the gymnasium of the Brooklyn Training School for Teachers, beginning in October.

St. Louis, Mo. The Department of Superintendence of the National Education Association will hold its next meeting here, February 27, 28, 29, 1912; the National Council of Education and the Department of Normal Schools will meet with the Department of Superintendence, holding separate meetings.

The headquarters hotel will be the Planters Hotel and the general sessions will be held in the Odeon Theatre.

Be ye angry and sin not; let not the sun go down upon your wrath.—Eph. iv., 26.

CHARACTER.

Character is what we are in the dark.

One's character will never rise higher than his aims.

A character's like a kettle, once mended always wants mending.

BOOK NOTES

Dick Among the Seminoles. By A. W. Dimock, author of "Dick in the Everglades," "Dick Among the Lumber Jacks," etc. With 16 full-page half-tones from photographs by J. A. Dimock. Cloth, 5 1-8x7 3-4 ins., 324 pps., $1.50, published by Frederick A. Stokes Company, New York.

Dick and Ned again visit Florida, for even more stirring adventures than in "Dick in the Everglades." They race a secret service detective to save a mysterious outlaw hidden among snake-filled swamps. The manly comrades defy a moonshiner, negro renegades, water moccasins, treacherous rivers and other dangers and have exciting hunts. Old Indian friends reappear in this dashing story. The 16 full-page photographs by J. A. Dimock are from actual Florida scenes.

Animal Secrets Told. A book of "Whys." By Harry Chase Brearley. Cloth, 5 1-8x7 1-4 ins. 274 pps., $1.50. Published by Frederick A. Stokes Company, New York.

Unlike Sherlock Holmes, many people look at the world about them, but do not see or understand. This book aims to direct the natural curiosity about animals, by going beyond the mere shape of various eyes, ears, noses, tails, etc., and telling why they happened to be as they are. The reasons for the slits in cats' eyes, for the large ears of elephants, for the shape of the horse's mouth, for the squirrel's bushy tail, etc., make fascinating reading. The book takes up in succession the eyes, noses, ears, mouths, tongues, teeth, bills, feet, tails, covering and protection of many living creatures. Twelve full-page illustrations from photographs and many drawings in the text help much in the explanations.

The Runaway Equator. By Lillian Bell, illustrations by Peter Newell. Cloth, 6x8½ ins., 118 pps., price $1.25. Published by Frederick A. Stokes Company, New York.

In a story full of exciting adventure and as amusing as the Peter Newell illustrations, Miss Bell tells how Billy helped Nimbus, the fairy, search for Mr. Equator, who had slipped off the Earth and gone rampaging through space. It was a serious matter, for the seasons were upset, and all of Mr. Jack Frost's best glaciers were being melted. On this varied breathless chase Billy learned many Geography things that delighted him hugely.

Go to Sleep. A new idea; stories in which the sound of words lulls the child to sleep; by Stella George Stern Perry. Illustrated, with frontispiece by S. D. Runyon. Cloth, 40 large pages, 7x9, $1.00. Published by Frederick A. Stokes Company, New York.

A series of very short, simple tales for "reading children asleep." Instead of the disturbing excitement of angry giants and adventurous boys, to make the little one more wakeful, there are bright, beautiful pictures, as cozily drowsy as a sunny meadow. By repetition of the idea of sleep, soothingly expressed in descriptions of the murmurming brook and the lazy kites swinging in the sky, and other slumberous things, the author has given these tales so real an atmosphere of comfortable drowsiness that the adult reader cannot help

nodding, while even a fretful child is lulled to pleasant dreams.

The Surprise Book, Adventures of Jack and Betty, by Clara Andrews Williams, with illustrations in colors by George Alfred Williams. Boards, 64 large pps, 9x11 ins., price $1.25. Published by Frederick A. Stokes Company, New York.

Each right hand page of this book is a picture in colors. In each picture is a knot-hole, a door, or other object which the children can cut out, revealing some surprising object in the picture beneath. The text on the left-hand pages tells the story of Jack and Betty's adventures—how, by crawling through one aperture after another, they came to wonderful new places in the enchanted wood. The description of their arrival at a new place always comes at the bottom of the page, so that turning the leaf shows the new scene of their adventures after they have gone through the hole in the previous picture. The book is a fascinating one to children.

The Dutch Twins. By Lucy Fitch Perkins, illustrated by the author. Bound in cloth, 199 pps. Price $1.00 net. Houghton Mifflin Co., publishers, Boston, New York, Chicago.

This story of "Kit" and "Kat" (Christopher and Katrina) is very simply written, with abundant play of wholesome humor. It is quaintly and spiritedly illustrated by the author and, in an enjoyable way, will give children an excellent idea of Holland and how young people are brought up there.

The One-Footed Fairy, and Other Stories. By Alice Brown; with illustrations. Price, $1.25. Large pp., 8 vo. Houghton Mufflin Co., publishers, Boston, New York, Chicago.

The only collection of Miss Brown's fairy stories—selected from those which have most delighted children.

Ducky Daddles. By Grace G. Wiederseim. Illuminated cut out board covers, 20 large pages, 8x15 ins. Price, 50c. Published by Frederick A. Stokes Co., New York.

This book with its striking cover is sure to attract the attention of children. It abounds in illustrated nursery rhymes in large type.

The Moving Picture Book. By A. C. Baker. Cloth 52 large pages, 8x11 ins. Price $1.50. Published by Frederick A. Stokes Company, New York.

The 25 full page illustrations in colors by a clever devise can be given the appearance of moving pictures. A novelty that will certainly be appreciated by the little ones.

The Bible and Modern Life. By Clayton Sedgwick Cooper, International Secretary for Bible Study of the Y. M. C. A. Cloth, 208 pages, 5½x8 inches. Price, $1.00 net. Funk & Wagnalls Company, publishers, New York and London.

This book makes the bible attractive as a theme of human interest. Its purpose is to present a type of Bible Study fitted for the requirements of modern times. It shows how up-to-date Bible Study may be organized and developed in different communities, to meet the current needs of men. It aims to show how Bible Teaching may and must supplement and vitalize the varied social propaganda being widely put forth. It pictures clearly the way in which 80,000 college men, in eighteen different nations, are engaged in practical and scholarly study of the Christian Scriptures.

Strawberry Acres. By Grace S. Richmond. Illustrated by J. Scott Williams and Florence Storer. Cloth, 366 pages, size 5½x7½ inches; price, $1.20.

When the Lanes lost their father and mother within a year's time, many were the changes of plans among the four boys and their sister.

How this little family is eventually transplanted to "Strawberry Acres," as Sally names the country place, and how the scientific cultivation of strawberries is taken up by Jarvis Burnside and the Lane Boys, (who, one by one, give up their city positions,) is a charming story with the breath of the outdoors blowing through it.

Stories of Useful Inventions. By S. E. Forman. Author of "A History of the United States," "Advanced Civics," etc. Profusely illustrated. Cloth, 248 pps. 5½x8 ins. Price, $1.00 net. Postage 11 cents. New York: The Century Co.

A more profitably interesting book has not been written recently. It tells simply and entertainingly of the beginnings of familiar, everyday things—the match, the stove, the lamp, the plow, the house, the clock, etc. —making the most of all the history and humanity wrapped up in these inventions. It is a regular picture book of useful inventions, too.

The Transfiguration of Miss Philura.—By Florence Morse Kingsley; with four full-page illustrations in color by Ethel Pennewill Brown. Cloth, 78 pages, 5½x8 1-4 ins. Published by the Funk & Wagnalls, New York.

A beautifully illustrated edition of this popular little story. Miss Philura, a timid, self-depreciating spinster, attends a lecture in Boston, where she hears expounded the theory of the all encircling Good—that it is impossible to desire anything that is not already your own--ask and believe that you have, and at once return thanks for what you have asked, etc. She accepts the lecturer's views at once and proceeds to make a practical application by writing down a list of her wants, ranging from pretty wearing apparel to a lover and husband, all of which speedily come into her possession, the last acquisition being the husband who is secured in a most unique way.

St. Nicholas in 1912. A great St. Nicholas serial during 1912 will be a story by Frederick Orin Bartlett, author of "The Forest Castaways,"—"The Lady of the Lane." It is a story of a young girl, the daughter of the great man who owns the big house on the hill, and how she comes to be the real "Lady of the Lane."

A wise man takes a step at a time; he establishes one foot before he takes up the other.—Sanscrit.

"I don't care,"
Is a deadly snare.

A habit all should cultivate,
Is to read and ruminate.

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SONG KNAPSACK, 142 songs for schools, 10c; $1 dozen.

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SPECIAL DAY EXERCISES, 165 pp., 25c.

Best medicine ever to cure that "tired feeling" in school.

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WANTED—A copy of the Kindergarten-Primary Magazine for October, 1904. Address, Jennings & Graham, 222 W. Fourth St., Cincinnati, Ohio.

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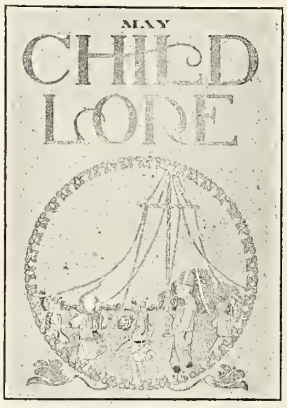
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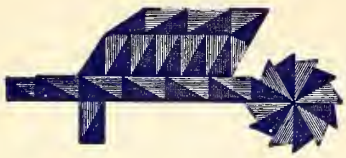
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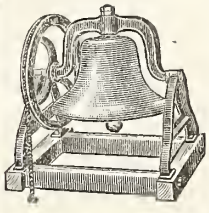
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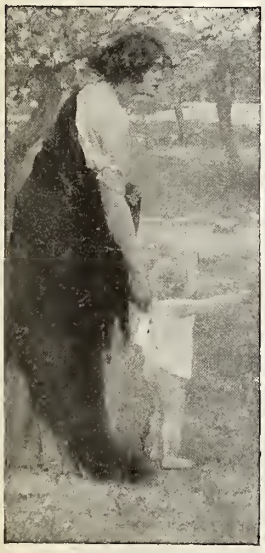
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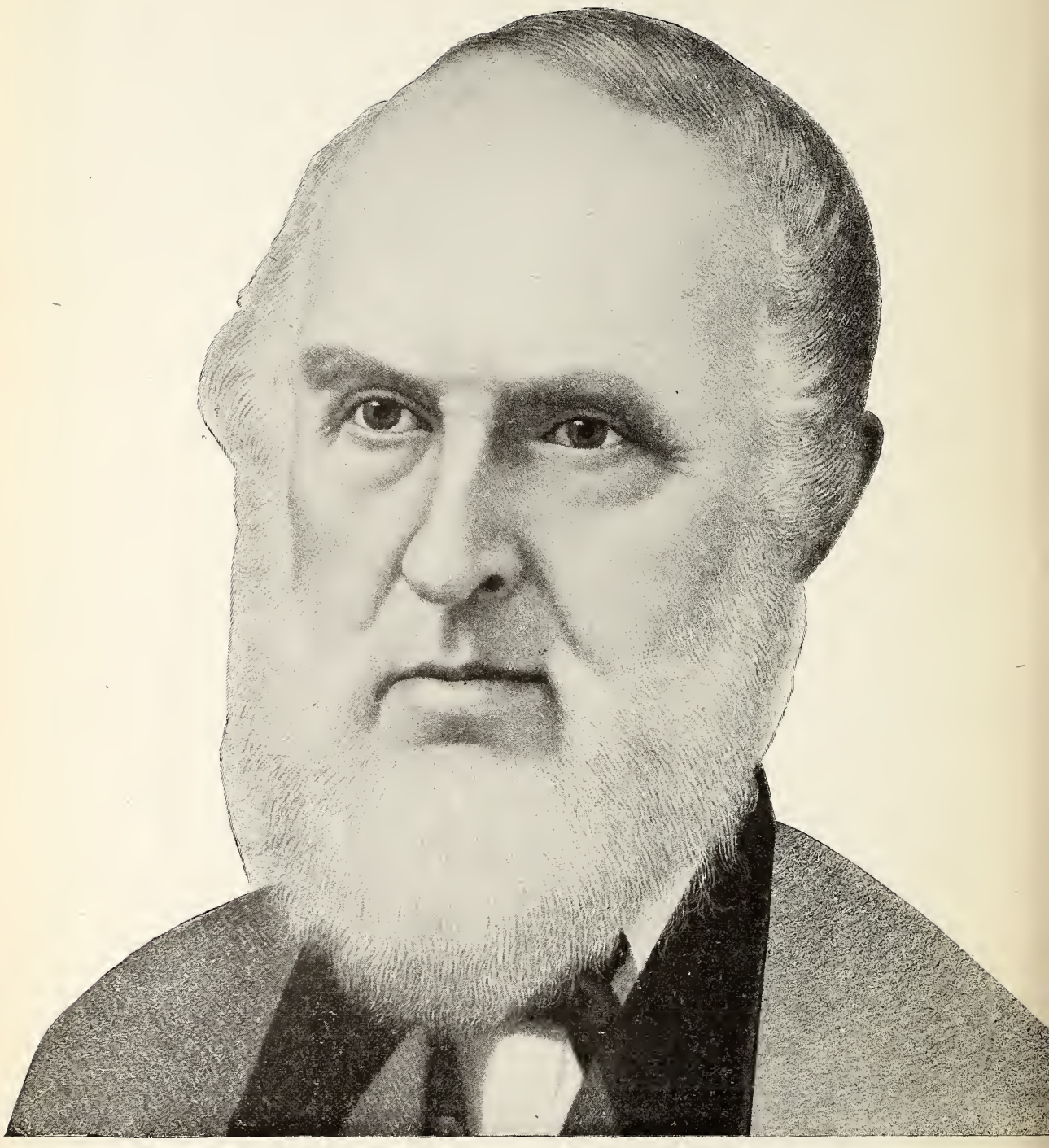
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JOHN GREENLEAF WHITTIER

(See page 109)

The Kindergarten Primary Magazine

VOL. XXIV---DECEMBER, 1911---NO. 4.

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational Theory and Practice from the Kindergarten Through the University.

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MANISTEE, MICHIGAN.

All communications pertaining to subscriptions and advertising or other business relating to the Magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

The Kindergarten-Primary Magazine is published on the first of each month, except July and August, from 278 River Street, Manistee, Mich.

The Subscription price is $1.00 per year, payable in advance. Single copies, **15c.**

Postage is Prepaid by the publishers for all subscriptions in the United States, Hawaiian Islands, Philippine Islands, Guam, Porto Rico, Tutulla (Samoa), Shanghai, Canal Zone, Cuba and Mexico. **For Canada add 20c and for all other countries in the Postal Union add 30c for postage.**

Notice of Expiration is sent, but it is assumed that a continuance of the subscription is desired until notice of discontinuance is received. When sending notice of change of address, both the old and new addresses must be given.

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EDUCATIONAL TOYS APPEALING TO THE SENSE OF TOUCH.

JENNY B. MERRILL, PD. D.

In selecting toys for children it is desirable to consider the sense of touch as well as the senses of sight and hearing.

Touch is the fundamental sense. Children love to touch, to feel, to rub, to press, to squeeze.

Colors and form appeal to sight, sound to hearing, but numerous qualities are learned thru the sense of touch.

A knowledge of form is acquired more accurately by the fingers than by sight, but it is such qualities as hard and soft, rough and smooth, cold and hot, silky and wooly, fine and coarse, elastic and firm, tough and fragile, heavy and light, sticky and polished that are experienced mainly thru the touch of the hand.

Consideration must be given to the materials of which toys are made in order that many tactile sensations may be gratified.

For example, take the ball. It is important for the child to play with hard balls as well as soft ones. In turn from time to time, the child should have worsted balls, wooden balls, balls of rubber, celluloid, cloth, kid, even glass. It is a mistake to confine baby to a soft ball altho he must be guarded when playing with the first hard ball very closely.

The sound of a hard ball as it falls or rolls is an added attraction and the sense of touch is gratified by pressure and resistance.

Recently in entertaining a little boy not quite two years old, I have been very deeply impressed with his interest in the feeling of every object he has played with. He will sit quietly for minutes at a time simply passing a few round sticks, a clothes pin or a shell from one hand to the other.

He has developed a remarkable interest in touching the block of ice as it arrives each day in the kitchen. He was at first encouraged to touch the ice with the tips of his fingers. He was surprised, pleased, laughed, wanted to touch again. Then a few small bits were cracked for him to play with and to eat.

When we pass an ice cart in the street, he is all attention, and calls "ice, ice." If accidentally his little bare foot touches the marble floor in the bath room, he immediately associates the sensation of cold calling out, "ice, ice."

One can easily imagine that a small iron or china toy held in the hand might soothe a feverish child thru the cooling sensation such substances give. The sensation of weight in iron toys is also an added interest. A tin engine will answer for a time but the iron engine must come later.

Strong contrasts are essential to a child in learning quality. Such contrasts are observed constantly in the kindergarten method.

Strong contrasts occur in nature, our best teacher. In toyland we must be imitators again and again of Dame Nature.

Dr. G. Stanley Hall speaks in his recent great pedagogical work of a child's love of stones and the value educationally of playing in a stone yard. My grandfather owned a stone yard so that I fully appreciate Dr. Hall's pedagogical insight.

In walking out with my little two-year-old companion, I found him much more anxious to pick up stones than leaves. Finding repaving going on in a neighboring street, we frequented it, and watched for such opportunities as arose to play with broken bits of the old paving stones. Indeed we soon contrived to have a stone yard in miniature in a

secluded spot which we visited every day while the workmen were busy. Alas! One day we found our stone yard had disappeared.

The stone building blocks known as "anchor blocks" that have been so popular with the children of all ages owe part of their attractiveness to the sensation of weight. Children are usually more familiar with the cheaper wooden blocks, but for variety if for no other reason, it is well to add a box of stone blocks and note the advance in building plays.

Stone, china animals and little vases, to say nothing of china dishes are very precious to a child. A little girl seven years old once presented to me as a token of her affection a small china cat which her mother assured me was her little daughter's idol. The mother said, "I did not believe any one could induce Bessie to part with her china pussy." While I could not refuse the offering, it grieved me sorely to accept it for I well remembered my own interest in a miniature china toy when a child.

A lady visiting me from Mexico upon hearing this incident immediately related her delight in a china doll and the pleasure derived from feeling the polished surface as she played with it. "Children are the same the world over."

What is the cause of the children's great love for Teddy-bears? Do not for a moment believe that the little girl has given up her dolly! Teddy is just a doll that is softer and more like a baby than the doll usually provided. The sensation of touch is gratified in a natural way and the child heart responds without knowing why.

In providing clothing for a doll the sense of touch may be gratified and trained by the use of a variety of fabrics, as cotton goods, linen and lace in the undergarments, dresses of woolen and silk. How a child delights in velvet, kid, plush and in feathers! This is in part because of the new touch sensations that are aroused by these materials.

It is claimed that in the new infant schools of Rome under Dr. Maria Montessori that "the ten fingers have been rediscovered" which simply means that more appeal is being made to the sense of touch. One of the devices introduced is an alphabet cut from sand paper so that the seeing child learns his letters by touch rather than by sight. This seems to us a clever but unnecessary expedient. Embossed alphabet blocks might be used in similar fashion if any one desires a very young child to learn letters. Our own experience in this particular leads us to delay reading and writing until such devices are not needed.

Writers upon the hygiene of reading are now warning us against all early reading so that I am constrained to step aside from my main topic to ask, "Should any device be used to engage the interest of a child of three or four in the alphabet?" It has long been known that children can and will often pick up a nursery knowledge of letters and even reading, but has it not been the work of Froebel and many other educators to teach what we advocate in this article, that the child needs more of the "A B C of things" than he usually receives before turning to books?

Touch sensations are among the "real A B C's." They are a part of the alphabet of things. The child needs long practice and many experiences in the alphabet of Nature. All early training should provide these as the kindergarten does. When parents urge teachers with eagerness to hasten on to letters, the child is in danger of losing more than he gains.

It is not that it is difficult to teach letters that we object, for a child of three can tell an A from a B by sight or touch as quickly as he can tell a pin from a needle, a ring from a marble, or a mosquito from a fly. But why should he?

It is not merely the size of the letter to which we object for letters may be enlarged, but it is to the fact that the child needs at least the first six years of his life if not more to attend to the "real" alphabet of things.

Sand paper, which has always proved attractive to children, is not needed in learning to read, but it can be used in making toys, and is so used in the kindergarten. It is attractive to a child because of the strange rough sensation if gives. Highly glazed paper, by contrast and tissue paper also have their attractions. The smooth surface of one and the power of the hand to crush and form the softer paper into balls, to braid it, to feel it yield to the sense of touch, are all pleasurable experiences.

Sensations of stickiness are not agreeable but at first even these fascinate the child and hold his attention. He is interested in glue, paste, dough, molasses and moist sugar. Kindergartners who use paste and clay freely know their fascination to the child. It is true that there are yet higher gratifications in the use of clay. The modeling instinct is more

than a mere touch sensation, but the new sensations acquired by means of sand and clay as educational materials are not without importance.

Passing the hands thru sand or thru running water are true baby plays. Even the slipperiness of soap pleases baby in the bath in his second year. A close, psychological study of the sense of touch will surely repay the intelligent parent or teacher.

Commonly speaking, we include a great variety of sensations under touch, but there are now subdivisions of this fundamental sense, resident in the skin, recognized by experts.

This wonderful sense which has made it possible for Helen Keller to receive a college education, to enjoy with her finger tips the finest of French bronzes, which has enabled her to write a wonderful appreciation of Nature as it has "touched" her, deserves the first attention in home, kindergarten and school. It plays its part in Toyland.

THE KINDERGARTEN.

Its Influence Upon Higher Education.

By Richard G. Boone,
Lecturer in Education, University of California, Berkeley.

In a very recent educational work of more than one thousand pages by a university president and one of the leaders in such discussion, the first chapter of forty pages is given to the Pedagogy of the Kindergarten.

Among the topics are the ideal kindergarten; its value as a means of educating young women; Froebel as a seer anticipating modern ideals; the training of kindergarten teachers; and the great ideas which the world owes to Froebel:—that he antedated the modern discoveries in embryology that the child recapitulates important stages in the race's history; that feeling and instinct are primary, and germinative of intellect and will; that through the play instincts man first becomes creative; that he believed in the original soundness of human nature; that during the animal stages of his being the child should be complete animal as the condition of his highest maturity on the human plane later; that the only test of state, home, church, school, or civilization is whether or not it brings childhood and youth to the fullest maturity; that a wholesome intuition in the teacher is to be preferred to an elaborate methology; and that a belief in sound health is one of the tenets in every educational creed—all of which have been incorporated into the accepted pedagogy of one or another of the stages of directed education.

The same author characterizes Froebel's Education of Man as "one of the best and most nourishing of all infant foods for novices in the speculative field, a book which will and should be dear to all women's souls, not so much for what it teaches their intellects, as because it makes them feel so profoundly the burden of the mystery of the nascent soul and shows that this insight and function are central and cardinal in the universe."

It is the fate of new movements, and especially those of far-reaching import, to be misunderstood. Those of Comenius, Pestalozzi, and Froebel are only more notable modern instances. Froebel was and remains particularly open to misinterpretation.

The writer quoted above, on a sympathetic page, speaks of Froebel's "nebulous speculations which were bred by the Zeitgeist in the natal age of German philosophy, and by the great idealistic movement which accompanied the birth of this puissant nation. His weird and bizarre version of this metaphysical ferment was a unique culture bouillon, concocted of various ingredients: theosophic mysticism, foregleams of evolution, a passionate enthusiasm for nature just as the great scientific movement was dawning, and love of childhood." It need not seem strange that not only among foreigners but among his own people he was often, generally, misunderstood, or half understood, and by some held in derision. Indeed, earnest readers of Froebel may be grouped in three classes: those who will have none of him; those who are his devoted disciples and take him whole; and those who see in the substance of the Education of Man an expression of determining tendencies which modern education is maturing. It is my privilege, in a half hour, to characterize typical forms of these tendencies, and find their counterparts in the current educational life and in our American social life.

The Education of Man was written after ten years of teaching and a dozen years before the kindergarten took either its name or its form of even adolescent maturity. Out of two hundred and fifty pages, thirty pages are devoted to "man as child," twenty pages to "man as boy," and two hundred pages to "man as scholar." This first important contribution by Froebel was not primarily a treatise on the nurture of infancy, but, shot

through the work of the fabric of his childhood training, were the constantly recurring intuitions of the basic importance of care in the earliest years, like the woof that gives pattern and color and meaning to an otherwise aimless structure. To the last of the two hundred and fifty pages of the Education of Man, the importance of the right training of infancy grew upon Froebel, and it led a few years later to his converging interest and effort upon the kindergarten age. He saw, as few of the teachers and reformers of the present day even yet come to see, that "the child is the focus of interest for every kind of a social and humanistic study." All shaping of purposes, and the recasting of purposes, and the recasting of society, and ideals of legal and moral justice and human rights, must take their rise in the child and in his nurture.

It is not my purpose here, at all, to discuss the kindergarten as such; but to trace, very briefly, its influence upon other parts of the school system and upon doctrines of education as applicable in after years, and their reactions upon the common life. Not forgetting other principles, but disregarding them for the time, I venture to remind you of three Froebelian dicta that have had a positive shaping influence upon elementary education.

The first is that learning not only may be or should be, but, if effective, must be consciously connected with and grow out of the experiences of the life being lived by the learner; bromidic enough as a mere statement, but painfully unfamiliar in most school practice. A second conception is that of the importance of the knowledge and habit of cooperative intercourse; the socializing of the individual, fitting him to count for one in an institutional life. And, thirdly, there is the increasing recognition of the value of creative work over mere copying or unquestioning acceptance; an ever-present correlative of the last factor.

No one who is even superficially familiar with the Education of Man or the other Froebelian literature, either by the projector of the system or by his disciples or critics, will doubt that these are factors in the distinctive kindergarten training. Current ideas and ideals, the home and economic interests, prevalent codes and behaviors, contemporary interests, neighborhood achievements and local institutions, occupations, amusements and arts—all are drawn upon as raw material for shaping interest and purposes in the little ones. In a similar sense, typical exercises of the kindergarten look to socializing the child, linking his interests with others and fixing the habit of sharing with his fellows; in all of his social doings taking others into account; finding his dependence upon companions matched by his ability and disposition to offer wanted service. And nowhere in all the range of schooling is more emphasis, and intelligent emphasis, placed upon individual initiative and first-hand effort, the ability and disposition to plan, in however simple way, than in the kindergarten.

Now, however these may be found to work out in practice, they are all accepted theoretically as valid principles in the teaching of the grades up to the high school. More and more the curriculum of the elementary school has been enriched by a crop of nature and earth studies as a means of understanding and interpreting existing arts and industries; the interrelations of the social and economic life; by civic and municipal studies; the vital calculations of the shop and the store; by exercises of social and civic habituation; and training in design, construction, and the more independent adjustment of means to ends.

In American schools especially, a large majority of whose pupils receive no further schooling, and few of whom get any training for specific vocations or industries, it becomes particularly important that they acquire not only a mastery of the book and language as the means of both intelligent social intercourse and further learning, but the ability and habit of vitalizing the daily activities by all the fund of learning they have; by a sense of common social interests and a share of responsibility for the social good; and by such training in self-dependence and personal initiative as makes standing alone easy if standing alone becomes necessary.

In order to see a connection between the common recognition of these principles by the kindergarten and the subsequent classes of the elementary school, it is not necessary to argue that the schools derived them from Froebel or from the kindergarten. Their more general introduction into the practices of the kindergarten, and their easier application there, have stimulated their adoption as working principles in all grades of schools; have immensely broadened the modern conception of an education for the masses of the people whose schooling is foreshortened, and have opened the way for using the child's

instinctive interests in much doing and in fruitful companionship to fit him for a future of responsibility and intelligent service in which the instincts shall be less dominant.

Dr. Dutton, in characterizing the "Modern school and what it owes to Froebel and Herbart," says: "In a complete statement of what the kindergarten undertakes to do for little children it would probably be found to contain the germ of every reform now being attempted," and names "various elements found there which are all capable of being developed in a greater or less degree during the entire school life:" the sympathetic teacher for whom we are primarily indebted to the kindergarten; play, games, and the song as means of expression; story-telling, from folklore to the picturesque presentation of great historical movements; the first-hand interest in and acquaintance with things and their behavior as the initial step toward science; concrete relations in mathematical training; the occupations of the kindergarten as a true introduction to manual training; facility in the use of the mother tongue as one means of expressing a real inner experience—all of which represent one or another of the influences named as touching the elementary school and shaping its teaching.

But the vitality of the so-called kindergarten conception of education is quite as obvious in all higher education.

When the emphasis is put upon the learner as one, an individual with more or less exclusive aptitudes, interests to be conserved and stimulated, a fund of energy that shapes both his growth and his rate of growth, his own particular type of efficiency; as having intellectual and moral rights as against another, or others, or all maybe; a free spirit whose first right is to find an adequate expression of itself—this, in the conception of Froebel, it is, to be educated. Not in the kindergarten only, but in schools of all grades, it is coming to be recognized as measurably true that lessons and privileges and ideals of responsibility and achievements are to be shaped by the personal characteristics and native faculty or lack of faculty.

A recognition of the varying claims of sex; inherited family and class biases; precocity and sluggishness; vigorous health and a weak body; the motor and the sensory-minded; the vivid, or heavy imagination—all call for more or less manifold courses and varying options; for a regard for particular needs and selected stimuli; for yielding standards, high as each can reach—but for each; and an attempt to equip for the particular service or joy or efficiency for which he possesses faculty.

In times, all down through the ages, this ideal has found acceptance by great minds who saw clearly, who believed in the soul's unshared responsibilities, and who had faith in ideals as too sacred to be chopped into shreds of mere partnership; but for its effective presentation as a working principle in the schools, educational practice is indebted to the founder of the kindergarten, or more accurately, perhaps, to the general movement toward a positive individualism, of whose meaning for education Froebel was the chief exponent. Like most good things, it is a principle that is easily abused in application. But it stands opposed to all uniformity in matter or method for the sake of uniformity; to all martinetism in the control of conduct; to all platforms and philosophies; to fixed class distinctions; to imposed curricula; and to any training that merges the individual in the mass, so that he no longer acts as an individual but as a part.

In American life, and antecedently in the American school, this individualizing tendency shares with the socializing tendency the position of focal interest in public significance. How to stand for one and yet work cooperatively with one's fellows for the good of the whole; how to respect one's conscience and join with others in an organized effort to realize a common creed; how to conform to exacting conventional standards of social intercourse and maintain a high level of self-respect are not easy; but the lesson must be learned, and, for the most part, must be acquired in the schools. The home life is, for most persons, too narrow to accomplish the task, the law too unyielding or apologetic where it should be firm, the prohibitions and sanctions of the church too abstract and remote from life, and politics only tardily responsible. So the burden is more and more laid on the school to harmonize in any purposeful way these seemingly conflicting imperatives of social efficiency. Nowhere is this better done or begun than in the kindergarten and among the agencies that have shown themselves willing to take suggestion from the practice of the kindergarten.

All sorts of team work in which the achievements of the group depend upon the loyal, efficient work of each; student cooperation, and, where possible, student initiative in the management of distinctly student

affairs; a stimulus to high personal endeavor with a constant and wholesome reference to the claims of the group; and intimate handling of concrete problems of civic and historical and social forces at work, and the resulting movements, are important means at the call of secondary and higher schools for working out a harmony of these two apparently antagonistic ideals. In every good, real kindergarten practice in such training is attempted, and with more or less success achieved. In many of the better elementary schools this is the ideal, and in more of the high schools, perhaps, but in the true kindergarten it is the daily order. For inspiration in the effort to fit the individual to share in the functions of an institutional society and to find it a means of the fullest self-expression, we must look to the kindergarten as having proved its faith by its works. To have produced a community of individuals capable of co-operative effort such that none should suffer and all should share would greatly exalt both the group and the school.

With respect to no other one academic interest does the contemporary best school differ more from traditional schooling than in a recognition of the importance of the first-hand studies, whether in the secondary school or the college. This is a phase of the general enlargement of the function and field of science and the method of science as worked out in the last century. But the influence of Bacon and his immediate followers upon general education and the teaching of the schools was almost nil, until well along toward the middle of the last century, in the movement which found its best nominative expression in Pestalozzi and Froebel and the reorganization of schools from below and not from above. Crude as were the first efforts at nature study and object teaching, they led to real studies, lessons in the field, and the inquiry of things themselves as to their behavior; not at all for the purpose of extending the field of knowledge, but as furnishing a sure method of learning, and a basis of experience for future use in reflection. The teaching of physical science in secondary schools, so marvelously re-enforced in recent years by the reactions of the college and the university, at first waited upon the stimulus derived, not from the lessons of the schoolroom, but from the teaching of the philosophers, Comenius and Froebel and Herbart, that such studies are basic at any stage of instruction. This has revolutionized the teaching of most subjects, even the languages and philosophy and the humanistic studies of history, economics, ethics, of art and the arts, and religion.

All this makes for independence of judgment, because it rests upon self-achieved experience. It makes equally for independence of citizenship, and intelligent morality, and all helpful neighborly qualities. It makes one to be true cause, and not a mere effect among his fellows. The habit of dealing with realities of one's own discovering, the temptation to be content with shams and pretenses and mere phrases, prompts an effort to get at the real meaning of creeds and laws and platforms and civic and moral obligations.

There are not lacking, also, signs of the kindergarten influence even in the college university. "It might be a watchword of most educational reforms now needed," says the writer first quoted, "to carry the Froebelian spirit, as its author intended to do, up through all grades of school work, even the university," and elsewhere adds that "every educator, even the university professor, will profit by a careful study of the kindergarten."

In a memorable address before the American Institute of Instruction, in 1894, Dr. Eliot, then president of Harvard University, under the caption, The Unity of Educational Reform, said that the ideals through which the human race is uplifted and ennobled—the ideals of beauty, honor, duty and love—all constitute a part of education, "to be simultaneously and continuously developed from earliest childhood to maturity." So convinced was Dr. Eliot of the identity of aim and motive throughout the twenty or twenty-five years of formal schooling that, in the same address, he was constrained to testify that "some of the administrative improvements then lately made in universities resemble strikingly improvements made at the other extremity, namely, in the kindergarten." "In this process of educational construction, so new, so strange, so hopeful, I believe that the chief principles and objects are the same from the kindergarten through the university."

Among these common aims Dr. Eliot named (1) "the addressing of instruction to the individual pupil rather than to groups or classes" (he avowed that "the kindergarten and the university best illustrate the progress of this reform"); (2) the careful training of the organs of sense; (3) practice in grouping and comparing different contacts, and in

drawing inferences from such comparisons; (4) the practice of making accurate records of one's judgments; (5) the holding in mind for use these records; (6) training in the power of adequate expression. While the steady inculcation of those ideal principles has its most obvious and picturesque setting in the elective courses and major subjects and special training of the colleges and higher schools, it found its first acceptance, except in sporadic cases, in the established and consciously directed practice of the kindergarten, whence it spread in time to the colleges, thence down to the high schools, and appears in current elementary education as a practice, in all subjects, of taking into account the child's natural or stimulated want. To throw upon each individual the responsibility—the privilege of doing what he can do well, and of wanting to do the needful best—is not only the problem of the schools, of all grades, but of every cultural, economic and political society. The best results cannot come from doing tasks set by others, but those set by one's self and cherished as one's own.

From all of which it would appear evident that the kindergarten may not safely be regarded as a device for the training of poor children only, or the families of the working classes, but that it is a scheme of education for all—for those who direct; for him who follows and him who leads; for the girls who may be mothers and the boys who may be fathers; for the one who must fill his time with labor, and the other who must make his leisure worthy. It is needed for the capable, that their great powers be not wasted, and by the less competent, that the most may be made of whatever faculty there remains. It is not an exclusive device for the infant years, but beginning there is valid for every subsequent year or age. It stands for universal principles and faith in human growth. It is optimistic and believes with Emerson that there is that among us which "tends to make the best better and the worst good."

The kindergarten, when not even indirectly the originator, is yet organically interested in, and in entire accord with, a long train of allied movements for the better understanding and the amelioration of child life; the humane movement in all its manifold forms; numerous children's welfare societies, not for charity, but for education; for child labor laws and juvenile courts, and opportunities for play, and clubs for the young, of their own administering, and stimulating interests converged upon them—all of which are incident to the marvelous, much-organized and far-reaching interest in the child as the true raw material of civilization, an interest that began with the kindergarten and looks yet to the kindergarten for its chief inspiration.

ABSTRACT IN THE FIRST GIFT.

Beatrice Louy, Toledo, Ohio.

Force exerted equally in all directions results in a sphere.

After studying the process of the formation of the earth, we learn that, by the action of its own gravitation, the nebulae assumed globular form. This sphere form is the ideal form; the form of all the heavenly bodies, and the one from which the entire organic world proceeds. It is force that appears to be the principle of all things, and of every manifestation in nature. The swelling of the soap bubble, and the falling of a stone in the water, furnish the child with a clear intuition of the production of the sphere.

Three different parts are included in or comprise this sphere, the center, the periphery and the radii. The center is the generating point, where the creative germ of the ball is conceived; while the periphery is the outer surface, that which is seen; and the radius is conceived as a connecting line from the outward to the inward.

Thus the First Gift consists of the ball, covered with yarn with a chain stitch string in the form of a radius springing out of the center, thus suggesting the movement from the central point outward. And this one center controls the periphery through the radius. Just as the radius is the connecting line between the center and the periphery of the sphere, just as the universe connects man with God, so the ball connects the child with nature and is the mediating link between the child and the world. For the center of the ball corresponds to the child's inner world or soul; its periphery is compared to the outward world or the child's sensations; its connecting link between the outer and inner is the nerves, by means of which he is in touch with the external world; while the string unites the ball, the symbol of, or key to the outer world, with the child, and is the means by which it can act upon his inner nature.

The ball is one of the first means used in awakening and developing the dawning consciousness and growing faculties of the child.

He both sees himself in it, and expresses himself through it, and through this reflection and expression, learns to know himself and the world around him. It serves to assist the development of all his powers, that, by his own actions, he may be rendered capable of living out his inner self in accordance with his individual endowments.

The gifts are so-called because they awaken in the child a sense of pleasure or gratitude. Froebel chose the ball as the first, because of its simplicity and great adaptability, as it is constantly in motion and responds to the activity of the child. Because of its regularity of form, the same impression being made when viewed from all directions, the ball should be given to the babe at the dawn of consciousness.

Froebel considered this ball as an external counterpart of the child in the first stages of his development, its undivided unity corresponding to his mental condition, and its movableness to his instinctive abilities. Through its recognition, he is led to separate himself from the external world, as well as the external world from himself.

The salient characteristic of this gift is unity, the ball being a unit, and also the child being a unit. It is with this gift, first, that the importance of working together, in unison, or harmoniously, is emphasized. Froebel says, "Where there is unity, there is life; where there is separation, there is death, or the germs of death." All the different parts of the body working together promote health, but if one organ is impaired, it affects the whole. Hence it is necessary to instill in the child the great lesson of co-operation—together spirit—this essence, keynote or motto of the kindergarten, as well as the problem of the age. He thus learns to do the same thing at the same time, and for the good of not only himself, but of the whole. In this way, as an individual, he helps carry out the idea of the basis of the kindergarten system—organic unity.

The ball of the First Gift possesses all of the universal properties of matter, which illustrates its natural law, that "Everything in nature possesses all the powers of nature." We may impart this to the child by having him notice the elasticity of the ball, for when squeezed it always returns to its normal shape. In this way, by simple experiments the child unconsciously learns all the properties of matter, which are, extension, impenetrability, inertia, elasticity, porosity, divisibility and indestructibilty.

The ball is classified under three heads. It is a type of motion, illustrating the three kinds, that of rotary, lateral and pulling motion. Besides this, the ball is also a type of simplicity and of beauty. As the most universal type-form, it affords a satisfactory basis for the classification of objects in general.

But not only does this First Gift consist of a ball, but of six balls, each representing a color of the solar spectrum, which is our standard of color. In teaching color, each is matched in the room, in nature, etc., that the child may have a perfect standard as a basis for his color education. Thus is color learned thru sight, while form thru touch.

From this color work the powers of observation are developed. We learn to appreciate the beautiful in nature, and the artistic sense is cultivated. The knowledge of classifying colors is necessary in most all lines of business; for the paperhanger must know how to blend them, so as to obtain the best results; an engineer must be able to distinguish readily the colors of the various signals; and people in all industrial arts must have a quick perception of color. Children often fail to recognize colors readily because of lack of what is known as color education, but color blindness is arrested development and cannot be cured. The first color used to test the eyes for this is green, and then the tints of red. If a person fails to see these, his vision is said to be defective.

We arrive at diversity of colors by mixing or combining. If we analyze these combinations, we receive the three primary ones, red, yellow and blue. These are the colors in pigments and all study along this line must start from this basis. Hence a painter really needs only these three and all the others can be produced by combination. Thus the secondary colors are obtained by mixing two of these; as, orange, from red and yellow; green, from yellow and blue; and violet, from red and blue. These six are the colors of the rainbow, and by a standard is meant the purest possible expression of that color. Thus a tint, which is lighter than the standard, is produced by mixing white with the color; a shade, which is darker, by mixing black with the standard; and a hue, by mixing two or more colors, is a combination of these colors, one of which predominates.

In all of the color work of the kindergarten the standards are adhered to, as they are the best pigmentary imitations of the six found in the spectrum—"Nature's palette of pure colors"—and as the children advance in this work, they learn to appreciate the beautiful. After the children are perfectly familiar with these and their corresponding tints and shades, they learn to recognize the different harmonies of color, or the pleasing association of unlike colors. They first become familiar with a contrasted harmony, as a white used with blue, then the dominant harmonies. Later the complementary, and analagous harmonies are mastered, and finally the broken chords. In becoming familiar with these harmonies, one learns to appreciate the blending of colors in art and in nature, and it is the source of development from an artistic standpoint.

Froebel says "The thought always grows clearer to the child when words and motion go hand in hand." For this reason and for that of the psychological fact that one remembers only that to which he has given his interest and attention, the ball games and songs or rhymes are used in connection with this gift. We realize that to the young child, the activity of the ball is more pleasing than its qualities, so a series of games and songs with the fascinating plaything, which will lead the child to learn these qualities by practical experience, is necessary. For instance, the ball can play a symbolic part in action, and it is here in this game of "make believe" or "pretense," that the child is most at home. Hence it is evident, that the points illustrated in these games and songs, will be retained, "For the child remembers only what interests him."

QUESTIONS ON ABSTRACT — SENIOR CLASS.

The First Gift.

Describe the first gift.

Why called a gift?

Why did Froebel select the ball for the first gift?

What can you say of it as a plaything?

When should it first be given to the child?

What is the salient characteristic of this gift?

What is the basis of the kindergarten system?

What is the natural law of this gift?

Name the universal properties of matter.

What is the ball a type of?

What does the child learn of motion?

How many kinds of motion are there?

How are form and color learned?

How would you bring out the idea of form with the child?

How would you develop color?

What is the standard of color?

Define a standard color; a tint; a shade; a hue.

Why is it important that the child should gain a clear idea of the six (6) standard colors, before more artistic colors are attempted?

What is color blindness?

In what trades or professions is an absolutely perfect color sense necessary?

Why play games and say rhymes with this gift?

The best thing in the world is work, and the best work in the world is for the children. It is the seed and the soil and the planting that we must look after, together with watchfulness of the growing plants. What the harvest will be we know not. We may never know and we need not know. The influence of a great teacher may reach—must reach—through all the years. And the great teacher, whether in the country school or the university, is the one whose work is limited only by his possibilities—not for self, but for children.—Orville T. Bright.

That which attracts the mind and absorbs the thought of the child is forming for him his character as a man. If he is given a field of exercise in pure, active and productive thought, it will develop in him a purpose in life and open to him a sphere where his energies may be directed by some definite aim.

There are two good rules which ought to be written upon every heart. Never believe anything bad about anybody, unless you positively know that it is true. Never tell even that, unless you feel that it is absolutely necessary, and that God is listening while you tell it.—Van Dyke.

There is not a coin small enough ever stamped by the hand of man to pay the salary of a poor teacher; there is not gold enough in the mines of the world to measure the value of a teacher who lifts the souls of children to the true dignity of life and living.—Theodore Parker.

A NEW METHOD IN INFANT EDUCATION.

Jenny B. Merrill, Pd. D.

(Reprinted in part by request)

Recently an able woman physician, Dr. Med. Maria Montessori, Docente all' Universita di Roma, has modified the kindergarten methods to such an extent as to warrant the title of this article.

Dr. Montessori found the Seguim exercises so valuable in the training of defective children, changing some of them into normal children, that she was led to believe that the exercises could be modified for use with normal children.

"Stated boldly," says the London Journal of Education, "the general fundamental principles of the "Metodo Montessori," will not perhaps sound very novel. For the ground idea of the new pedagogy, as Dr. Montessori conceives it is liberty, the free development of the spontaneous individual manifestations of the child, an idea which Froebel enunciated long ago and which we all hold in theory.

But Dr. Montessori is perhaps justified in pointing out that, in spite of theory, education in fact is still infused by the spirit of slavery. So far, she says, education may be typified by the school desk which has been carefully perfected to permit "of the greatest possible immobility" of the child. And, as his free bodily activity is hindered, so, too, his spirit is forced and constrained—* * *

As for the teacher, she, under the new pedagogy, must be content to play a much more passive, if at the same time a much more scientific role than has hitherto been assigned her. She is to be primarily a trained scientific observer of the phenomena exhibited by the child, and her office is rather to direct than to instruct. Her active intervention is to be reduced to a minimum, and her art lies in knowing just when her help is necessary to spur on the developing intelligence of a child and when he may be safely left to himself."

In 1906, Dr. Montessori was given an opportunity to test her theories practically in a kindergarten day nursery in Rome for children between three and seven years of age.

The various occupations appear to be indicated by the practical needs in the life of the little child and to be closely related to his environment. To quote again from the article in the Journal, "The keynote of the Montessori method is simplicity. The equipment is similar to an ordinary kindergarten. The rooms are furnished with small tables seating two or three children, and little chairs; there are pictures and blackboards on the walls, and there is a piano. There is also a room with a bath and low washstand basins, and, if possible, the accommodation includes a garden with flower beds and homes for pet animals.

The education begins naturally with "exercises of the practical life." The children are led first of all to make themselves independent and masters of their surroundings. They learn to dress and undress and wash themselves; to move among objects without noise and disturbance; to see that the cupboards are tidy and the furniture dusted. To facilitate these exercises Dr. Montessori has invented certain occupations, consisting of wooden frames containing each two pieces of cloth or leather, which can be hooked or buttoned or laced or tied together, as the case may be. The children enjoy fastening and unfastening these, and the skill they thus attain comes into practice on their own clothes or each other's."

The garden work, the care of pets and simple gymnastic exercises, marching and singing games are similar to those already familiar to us.

The sense of touch is specially trained by the use of wooden boards covered with paper of different qualities from very rough to smooth as well as collections of velvet, satin, cotton cloth, etc. The child is taught to finger lightly, to recognize the distinctive quality and to name it blindfolded.

There are blocks for developing the sense of weight. Quick perception of dimension is taught by means of boards which contain wooden pegs of graduated sizes fitting into corresponding holes.

Bulk is taught in a similar way by blocks of the same length but varying thicknesses; length by flat sticks of different lengths.

The varying color shades are arranged on movable spools and matching exercises are the rule.

One of the distinctive features of the new method of infant education as planned by Dr. Montessori in Italy is the return to old fashioned methods of learning to read by starting with letters. Even up to the present date in our own land alphabet blocks and alphabet books are many and beautiful, and one almost has to do battle to keep them out of the nursery. During the past few years, however, a deeper interest than ever has arisen in "The Natural Method of Learning to Read" by starting with the actual reading of **rhyme or story,** thus going beyond the long time popular **word** method.

Our kindergartens have succeeded in **excluding** reading and writing and have emphasized the principle so well enounced by Froebel, "The A B C of things should precede the A B C of words." It did seem that we had succeeded in cutting out the three R's, but Dr. Montessori has put them back in the infant school in Rome and we must convince our Italian friend of the error or let her convince us.

Altogether it behooves us to be liberal, not dogmatic, and to listen to the tale with interest.

In the Montessori method writing comes first.

Drawing precedes writing as with us, but it would seem that the exercises are given to practice work rather than free expression.

The children learn the letters through touch as well as sight. The letters are cut out of emery paper and gummed on to cardboard. The child feels the letters as he does other objects. The child learns the names and phonetic sounds as he handles the letter forms.

Games are played blindfold with the letters when the names are known.

In the third stage, the child is given letters cut

out and tries to make a printed word which corresponds to the spoken sounds of a spoken word.

After this it is said that the children try to **write** spontancously—"No child is forced to learn to write —writing is taught only to children who desire it." It is said that under this method, without compulsion, that a child of four takes on an average one and a half months to learn to write That a child of five will learn in a month; and that all the children write well and in a flowing hand."

(The daily program as given below shows long hours.)

The method as it proceeds to reading reminds us of the well-known Word Method, now giving way to "the Natural Method" in many schools.

There are reading games similar to those used in our "busy work." The reading is **mental,** not vocal at first. The child reads the name of a toy, then finds the toy and shows it. He must have read the word or he could not know what to find.

The reading game may finally take the form of "a paper on which quite a long sentence is written describing some action which the child forthwith performs."

It is claimed that while no child is forced to learn to read, many learn in fifteen days! We do not fully understand just how much this signifies but it must be remembered that the institution in which these methods are being introduced has an all-day program. It is a sort of day nursery. The children are left free to play or sleep or work.

It is said that they leave toys for letters. Is this desirable in four-year-olds?

The daily schedule of exercises has been translated for me from the original by Miss Mary F. Schell of P. S. 125, Manhattan, and reads as follows:

9:00—10:00—Health—Visits for cleanliness. Exercises of practical life, to visit the room, to put it in order and to clean the objects.

Language—Talk of what was done the previous day. Moral exhortation.

Prayer together.

10:00—11:00 Intellectual exercises. Object lessons with brief intermission for repose.
Nomenclature.
Exercise of senses.

11:00—11:30 Simple gymnastics. Movements for exercise and grace. Normal position of the body, walking in order, salutes, motions for attention. Moving objects with grace.

11:30—12:00 Recess—short prayer.

12:00— 1:00 Free play.

1:00— 2:00 Directed play, if possible in the fresh air. Exercises of practical life as cleaning a room, dusting, putting objects in order. Conversation.

2:00— 3:00 Hand work—drawing, etc.

3:00— 4:00 Gymnastics, collectively with song, in open air if possible.
Visit plants and animals.

In a very interesting chapter upon "Pottery and Construction," Dr. Montessori recognizes clay modeling as "the most rational" of all the hand work planned by Froebel.

If we understand her point of view, it fails to recognize the value of the simple modeling of the kindergarten and moves on too soon to "the production of useful objects" as vases.

She says "In giving clay to model **at caprice,** the children are not directed to produce useful work." She says, "Work in free modeling serves in the study of the psychic individuality of the child in his spontaneous manifestations **but not to educate him.**

With this point of view we do not agree. We claim that it is of educational value, of great educational value to the child to use clay as a means of expression.

It is certainly true, however, that the children will soon love to make some simple objects of use such as little dishes, baskets, flower pots, standards.

These we always prefer to balls, cubes or cylinders of clay.

Dr. Montessori writes that she thought to experiment in the "Case dei Bambini" with some work in clay suggested by an artist in "The School of Noble Youth." This school and also the society connected with it 'aim to educate the youth to an appreciation of the beauty of their surroundings, especially objects, edifices, monuments."

The Case dei Bambini, it should be remembered is held in close touch with the home life of the children and one of its aims is to develop a regard of the house and its surroundings.

This Dr. Montessori wisely recognizes as the best beginning of a civic education.

Professor Random, the artist to whom she refers, objects to "dry moral treatises upon civic life" but proceeds by means of an artistic education "to lead the children to prize and love the objects about him, especially the monuments."

His school aims to reproduce these city monuments and to study their history.

We understand that it is situated in one of the most beautiful parts of Rome. The school has endeavored also "to revise a form of art which the Italians, especially the Florentines, excelled in namely: pottery.

Taking her clue from this school for older children, Dr. Montessori seems to us to be making the same mistake that our elementary schools are now discovering they have been making of late years, namely, too close a following of the work of primitive man.

She speaks of the great historic and artistic importance of the vase, of the fact that it was man's first cooking vessel. She recommends that the little children model vases of various sizes and shapes, with one or two beaks, with handles, etc.

She comes nearer the play spirit of the kindergarten when she says, "The small pupils love to make the vases and preserve their own work of which they are very proud. With the clay, afterwards, they model small objects such as eggs or fruit with which they fill the vessels."

But if it is true that children of five or six "commence work with the wheel" we fear she is getting too near child labor. It would be sad, indeed, if the kindergarten or any system of early training should be the means of showing parents that their babies can work.

In "The School of Noble Youth," the pupils construct small houses, making their own bricks. This too has suggested constructive exercises to Dr. Montessori and she speaks of the pleasure the little ones have in making walls of small bricks. This we can approve for we have often seen a group of kindergarten children unite in utilizing the waste pieces of clay in making a fence or wall.

We agree fully with Dr. Montessori in the importance of the occupation of clay modeling.

We would have the children model any objects of interest about them, including vases but we believe the historic sense is entirely lacking at this early age, and therefore, we would not confine ourselves to any object because of its historic meaning. We would leave that for later grade work.

Dr. Montessori excludes weaving and sewing on cardboard as they are "not adapted to the physiologic state of the infantile organ of sight when the power of accommodation of the eye has not yet reached its complete development."

We agree with her view in regard to these occupations in the main.

The chapter on "Nature in Education" in Dr. Montessori's "Il Metodo dela Pedagogia Scientifica," is most reassuring. Genuine work in gardens such as Froebel urged and such as all kindergartners believe in and encourage, is given place in this Italian Infant school.

We understand that the Italian Infant school is intended to be placed in the house in which the children live, not only for the comfort of the younger children who are permitted to enter at even two and three years of age, but also that the mothers may be at ease, and that they, too, may observe and learn gradually how to deal with their little ones.

We hope that some model tenement houses will soon be constructed in our city with a model infant play room opening on a garden or at least on a playground. Our settlement houses in which kindergartens formed the nucleus, seem best to correspond with this Italian plan said to be already in existence in Rome and Milan.

In the first garden thus planned for the children in the heart of Rome, the surrounding neighbors, as they have here in New York, despoiled it with refuse thrown from the windows. Soon, however, little by little, the children themselves so interested their parents in their garden that "without any expostulation" but seemingly out of "respect for the work of the children," this annoyance ceased.

In the "Case dei Bambini," the garden has a center path, one side being planted with trees for the children to play under. Probably the sand pile is on this side.

The other side is divided into individual plots for each child, so that we find essentially the Froebelian garden recognizing both individuality and the community spirit.

By conversation with the Baroness Franchetti, who called my attention to this interesting work in Italy, I learned that in some of the later work in the elementary grades each child keeps a record book of his or her observations upon one individual seed which he or she plants.

Miss Lucy Latter, who visited our schools upon the Mosely invitation, centered her success in England around the school garden. Her excellent book upon the subject seems to have guided to some extent the work in Italy.

It is delightful to realize these happy interchanges between the kindergartens of different speaking people and to know that nature that "makes all the world akin" is the best connecting link.

EFFECT OF HABIT.

Grace Dow.

"Habit is a cable. We weave a thread of it each day, and it becomes so strong we cannot break it."

Scientists tell us that each thought and act of mind leaves a path on the brain.

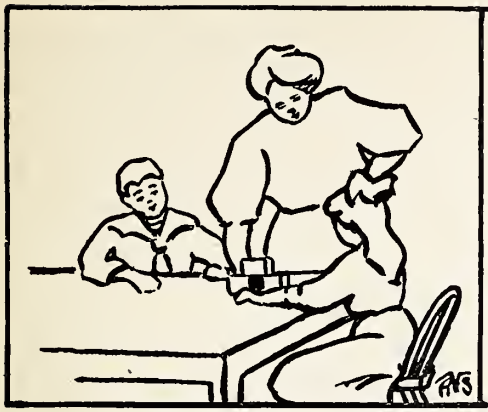
Repeated action deepens the path, and makes it more difficult to act in another line, and easier to follow the beaten track. An education along any line is but the result of path making. Teachers should emphasize in every possible manner through precept and example the importance of making paths both good and true, and of changing very quickly when a wrong course is begun.

During the first few years of a child's life he may be taught good habits nearly as easily as careless ones, so every lesson given a child should have this object in view above all others:—character building.

DEADLY DRY AIR.

Dr. Snedden maintains that all heated rooms should be provided with constantly boiling water giving off steam in order to prevent the deadly dryness, which causes eye and ear trouble, pneumonia, and all forms of colds, catarrh, etc. Where heating is done with stoves, an open vessel filled with water can be easily provided, and with steam heat, perhaps a valve could be left open. With other forms of heating a small gas or oil stove should be provided. In an extremity an ordinary kerosene lamp could be so arranged as to keep a vessel of water at the boiling point. The health of both pupils and teacher will warrant the trouble.

To read and not to know,
Is to plow and not to sow.



PRACTICE DEPARTMENT

KINDERGARTEN DAILY PROGRAM

NORA KEOGH

JANUARY.

Thursday—Circle—Day of return after vacation. Children's relating of Christmas doings. Their tree and what Santa Claus brought.

Rhythms—Chosen by piano and followed by children.

Table 1st—Free drawing of Christmas presents.

Table 2nd—Building church with Hennessey blocks.

Friday—Free choice day.

FIRST WEEK.

Monday—Circle—The New Year. Its days, weeks, and months. The name of New Year, 19—. The names of days of week. How many?

Rhythm—Those learned reviewed in turn.

Table 1st—Free cutting and mounting of things to represent days of week. Monday, tub; Tuesday, flat-iron; Wednesday, mop; Thursday, needle; Friday, broom; Saturday, dish and spoon; Sunday, church.

Table 2nd—Clay-modelling of Christmas presents.

Games—Two Santa Claus games and squirrel game from Jenks & Walker.

Tuesday—Circle—The name of New Year 19—. The name of new month—January. The names of days of week. The names of months.

Rhythm—Here we go round the Mulberry Bush, from Mari Hofer's Singing Games. March by twos.

Table 1st—Laying Hailmann cubes in groups of seven. Naming them the days of week.

Table 2nd—Make forms with seven rings.

Games—Pussy Corner; How do you do; Find button to music.

Wednesday—Circle—The New Year facts reviewed. The names of months; their number. The story of Father Time from Child-World.

Rhythm—Toy Day. This time given to free play with children's Christmas presents brought to school.

Table 1st—Lay Hailmann cylinders in groups of twelves to represent months.

Table 2nd—Free drawing of the play things brought to kindergarten.

Rhythm—March by twos and fours.

Games—Toy Time.

Thursday—Circle—Repetition of year work and yesterday's story. The thought of each month particularly. Four weeks in a month.

Rhythm—March of twos and fours.

Table 1st—Draw pictures of toboggan sliding down hill. The hill of chalk.

Table 2nd—String beads in groups of four according to color.

Games—Toy Time.

Friday—Circle—Week's review.

Rhythm and Games—Given to play with toys.

Table 1st—Free cutting of Christmas toys.

Table 2nd—Free choice.

SECOND WEEK.

Monday—Circle—Esquimo week. A picture of esquimo life has been put upon the board. Study of this picture. The people that live in the north where it is always winter. Their homes called iglos.

Rhythm—Skating, marching.

Table 1st—Make igloas with half rings on the peg boards.

Table 2nd—Clay modelling of igloas.

Games—Pussy Corner, Competition games.

Tuesday—Circle—The clothes of the esquimo and how secured. The hunting of the fathers for walrus, bears, etc.
Rhythm—Skipping, marching.
Table 1st—Sand-table work. Make esquimo village. Use cotton-batton for snow.
Table 2nd—Cut esquimo from white paper doubled so they'll stand.
Games—Tap stick number of times on floor; imitated correctly by children.

Wednesday—Circle—The Mother Esquimo's work, making the clothes. Their lives; food; care of the dogs.
Rhythm—Skipping tag; in and out tag.
Table 1st—Cut dog from black cardboard.
Table 2nd—Cut sled from black cardboard. Harness together with black shoe-string.
Games—Play games with bean bags that Esquimous do with arrows. Throw and land in given circle. This used as competition game.

Thursday—Circle—Their lives, games, care of the dogs and all else of interest.
Rhythm—Running around circle and adding one more each time. Running tag.
Table 1st—Free-hand bear and mount.
Table 2nd—Free-hand candle-sticks of gilt, candle of white, mount on brown.
Games—Roll, throw, bounce ball.

Friday—Circle—Review talk of week.
Rhythm—Review.
Table 1st—Cut free-hand anything of esquimau life.
Table 2nd—Mount as poster with chalk for snow.
Games—Free choice.

THIRD WEEK.

Monday—Circle—Holland week. The land of mills and dykes. All about dykes.
Rhythm—Hopping on one foot. Hopping tag. Snow man. Skating.
Table 1st—Build dyke with Hennessey blocks.
Table 2nd—Clay modelling of wooden shoe.
Games—With first gift balls. All on floor in row. Hide one and guess. Change their place and put right. Same game with children instead of balls.

Tuesday—Circle—Wind-mills, boats, sports, skating.
Rhythm—Snow man. Chimes of Dunkirk from Mari Hofer's Singing Games.
Table 1st—Make poster in the blue and white of ship on the water.
Table 2nd—Wind-mills with second gifts.
Games—Same as yesterday with various articles.
Color Games—Color pinned on child's back. Colors on end of yard stick.

Wednesday—Circle—Costumes. Love of flowers, buds.
Rhythm—Chimes of Dunkirk.
Table 1st—Make tulips of cutting paper folded, wound on end of long straw over which is rolled green tissue paper. These make good window-box decorations. They have a conventional pattern effect.
Table 2nd—Make wind-mills of second gift.
Games—"I Spy." Competition game with blocks.

Thursday—Circle—The Gretchen Christmas story re-told. The brave stork story re-told. The story of the Leak in the Dyke.
Rhythm—Chimes of Dunkirk.
Table 1st—Paint Dutch boys and girls.
Table 2nd—Cut same.
Games—Snow man. Drop the handkerchief.

Friday—Circle—Review Holland.
Rhythm—Review.
Table 1st—Unfinished work.
Table 2nd—Free choice of material.
Games—Free choice of material.

FOURTH WEEK.

Monday—Circle—Japan; the country of sunshine and flowers. Their love of the chrysanthemum.
Rhythm—Teach Japanese bow to music.
Table 1st—Make charcoal drawing of chrysanthemum on narrow panels.
Table 2nd—Clay-modelling of flower in flower-pot.
Games—Pussy Corner with Japanese derivation. (Truth on each corner, evil in middle).

Tuesday—Circle—Their costumes; their extreme politeness and never-changing pleasantness.
Rhythm—As yesterday.
Table 1st—Make Japanese poster of colored papers for kimona and sash with wall-paper umbrella.
Table 2nd—Begin weaving paper mats.
Games—Run around circle and bow low when you meet, as Japanese do.

Wednesday — Circle — Customs, jinrikishas, eating on tiny table, chop-sticks, tea.
Rhythm—As before.
Table 1st—Make Japanese fan of wall-paper with short split straw for handle.
Table 2nd—Continue weaving mat.

Games—Imitation and guess.

Thursday — Circle — Japanese Fairy Tales, "The Wonderful Tea Kettle."

Rhythm—As before.

Table 1st—Paint Japanese lanterns.

Table 2nd—Cut same. These make very pretty room decoration when strung across a dark background.

Games—Mulberry bush, Little Miss Muffet.

Friday—Circle—Review Japan.

Rhythm—Review.

Table 1st—Continue weaving.

Table 2nd—Free choice.

Games—Free choice.

A TOLEDO KINDERGARTEN

The Toledo News-Bee gives the illustration on the opposite page and the following extract from a morning exercise:

"What live things have you got at home?"

Raymond gets up and answers, in the absence of other responses, "Two dogs, chickens, rabbits and a canary bird."

The kindergarten teacher smiles. All faces are turned toward Raymond.

"What do you other children say?" asks the teacher.

"Parrot," "goat," "geese," "ducks," "pony," come the rapid responses from the other 5-year-olds.

"Is that all?" asks the teacher. She smiles at a chorus of "yes." Then, "Can't you think of any other live thing that you have at your house?" The baby class is silent.

Big eyes look up in wonderment. Little mouths open in amazement. Baby feet shuffle uneasily. There is squirming and fidgeting.

Something Missing.

The kindergarten teacher goes down among her "babies" as would a mother. All gather around her. Nellie and Maud and Hazel, Tom and Earl and Michael all feel that they are not quite complete in their answer. In the child mind there is a psychic something, whispering.

"Oh, Miss Mary, we's got a baby. He's alive," shouts little Nell.

The door of the child mind is unlocked. A gleam of light illuminates every eye. "So 'as we," "I'se got a baby bruver," "We's got a little sister—teeny, weeny."

"That's just perfectly lovely," assures the teacher; "all be seated, and we'll sing the song of the little squirrel that lives up in the big oak tree and carries nuts to its babies."

"And you little men and women——"

Little minds not accustomed to being addressed that way are dazed. Fitful glances to and fro in wonderment.

"You are real sure you have mentioned all the lives things you have at home? But before you answer we'll all sing the song of the bee." There's a rift in the cloud of child thought. Piping voices in various keys fill the air.

Another Ray of Light.

"But you all have fathers and mothers at home?" Another dawn in the infant intellect. Surprise is in every child face. Why didn't they think of that? Why should Miss Mary ask such a question? Little Nell is alone in her feelings. She has no papa. He is dead.

Then follow explanations from the teacher concerning mother and father, the obligations of children to their parents and instructions to "love, honor and obey." The struggle that papa and mamma make to provide for their little ones, the same as does the squirrel and the bee in the songs, is a part of the work of the teacher in Toledo kindergartens, together with teaching handicraft as exemplified in paper chains and different designs in various colors and shades.

You cannot train a child for life by teaching it to do what it hates.—Dr. C. W. Eliot.

"What we make our children love and desire is more important than what we make them learn."—John Quincy Adams.

Every word has only the meaning which its hearers can receive; you cannot express honor to the shameless nor love to the unloving.—Ruskin.

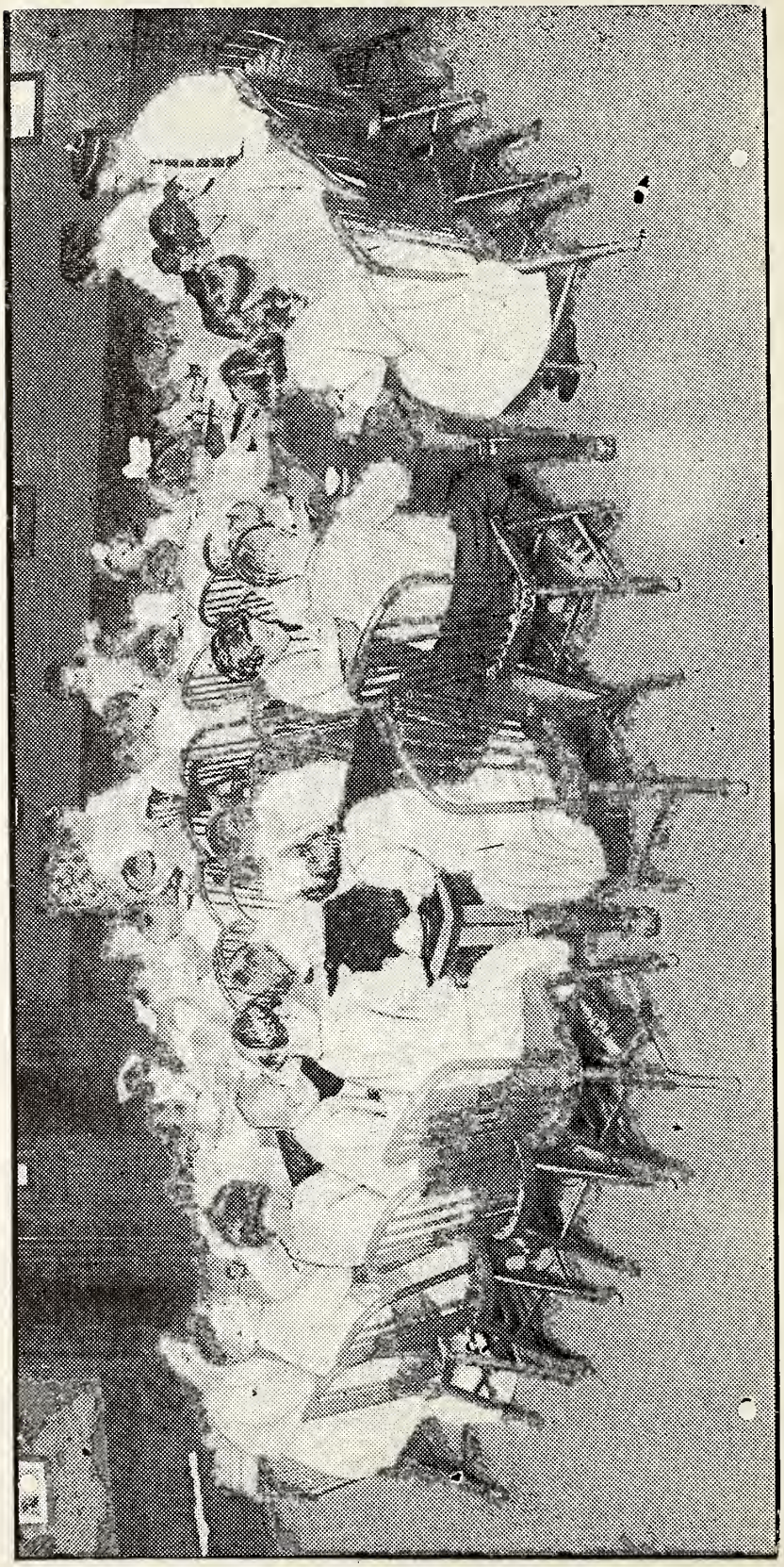
"The rights of all are equal. Justice, poised and balanced in eternal calm, will shake from the golden scales in which are weighed the acts of men, the very dust of prejudice and caste: No race, no color, no previous condition, can change the rights of men."

To be angry is to revenge the fault of others upon ourselves.—Pope.

Know how sublime a thing it is to suffer and be strong.—Longfellow.

Honesty in little things is not a little thing.

It is a great thing to do a little thing well.



A TOLEDO KINDERGARTEN



STORIES, GAMES, PLAYS
RECITATIONS, MEMORY GEMS, ETC.

A DAY WITH BOBBIE AT KINDERGARTEN.

By Garrett Williams

One morning when Bobbie went to kindergarten he told his teacher, Miss Grant, all about Winifred. Miss Grant was very much interested, and all the little boys and girls crowded around Bobbie to hear about his kitten.

Johnnie Jones asked: "What does it look like? Is it hard or soft on its outside?" Quite a number of the little boys and girls said they had never seen a kitty close to, so Miss Grant told Bobbie that when he came to school the next day he might bring Winifred with him. She wanted all the children to see a kitty close to, and to feel it, and know what it was like.

"Bobbie," she asked, "what does your kitten look like?"

"It looks nice," answered Bobbie.

"Yes," said his teacher, "but how else does it look?"

Bobbie didn't know. He only knew it looked nice and was a kitty, and its name was Winifred; so teacher tried a different way. She asked Bobbie what he saw when he looked at his kitten.

"I see my kitty," said Bobbie, "and her name's Winifred."

Just then a little boy called, "You see a tail, because kitties have tails. Then Bobbie understood what Miss Grant meant, and he said, "I see two ears." A little girl called, "A mouth to eat with," and another, "A nose to smell with." Then all the children shouted at once, "Tail, eyes, nose, mouth, ears, legs, feet."

When they had finished, Miss Grant said they had not told her yet all about a kitten. There was still something more. Tommy Johnson said, "Teeth," and Bobbie thought of tongue; yet still Miss Grant said that those were not all.

The children thought and thought, but they couldn't think of anything more about a kitten. Miss Grant called Bobbie to come and stand in front of her, then she said, "Here are Bobbie's eyes and nose and mouth. You all see them, don't you?" All the children said "Yes."

"Now tell me where they are," said Miss Grant.

Johnnie Jones pointed at Bobbie and said, "There they are."

"They're in his face," called Tommy Johnson, and then all the children saw that Bobbie's eyes and nose and mouth were in his face; so, of course, kitty had a face, too. Then they thought of a head and a body, but still Miss Grant said they hadn't told all yet.

Again they thought, and thought, and thought, and finally Tommy Johnson said that a kitten had an outside and an inside, but none of the children could tell the name for a kitten's outside. They said it wasn't a dress, and it wasn't a coat or trousers, and it wasn't skin.

"Are you sure it isn't skin?" asked Miss Grant, and all the children answered, "Yes, they were sure."

Miss Grant told them they were partly wrong and partly right; that a kitten's outside was not called skin, but a kitten had skin on the outside. She said that on this skin grew hair and the hair was called fur. She told Bobbie to bring his kitty next day and all the children should see it close to and feel of its fur. Some other day Miss Grant promised to tell them about a kitten's inside.

Pretty soon it was eleven o'clock and time to go home, but all the children said they would come early the next morning to see Bobbie's kitten.

THE EVERYDAY ADVENTURES OF ALBERT AND ANNABEL.

LELLA A. REEVE.

IX

(Continued from last issue.)

She was just going to sit down with her feet in it again, when she saw a head with long yellow hair rising up out of the water very near her.

"Is you a little dirl?" she asked, sweetly, of the head.

"No, I ain't," was the decided answer, and a square little boy's figure scrambled out of the water towards her.

"I'm Jim Palmer," it said, "if you call me a dirl, I'll lick you."

"O," cried Annabel, "O," and fled up the beach to her mama.

X.

AN OCTOBER AFTERNOON.

On one of the most beautiful of October days, the Blake family accompanied by Sarah, started for a visit to the children's aunt, Annabel, who had a summer home in New Hampshire which she loved so much that this year she and Uncle Ben, her husband, were staying there for the winter with their five boys.

Aunt Annabel met the Blakes at a little station called Glen. She had been in Europe for several years and Annabel had never before seen her. When she kissed her namesake, the little girl turned to her mama and said in a whisper: "Who is dat person?"

"That is your dear Aunt Annabel; once she and I were little girls together in grandma's house in Boston.

Aunt Annabel had a great deal of pretty hair, and she wore beautiful clothes. Annabel looked at her foi some time. She certainly was lovely. "Isn't she a dandy?" whispered Albert to his sister. Annabel put her arms quickly about her mother and replied, "She don't is so pretty as mama."

New Hampshire is a picturesque state as many people know. Mr. and Mrs. Blake talked a great deal about the blue mountains and the rushing rivers and the wooded roads. They took long walks and drives with Uncle Ben and Aunt Annabel, but the children cared more for play and things to do.

One afternoon Ben was home, and the five Woodruff boys with Albert, Annabel and Sarah started off to gather nuts.

In one of Uncle Ben's gardens which came up to the roadside, yellow pumpkins were lying all over the ground, and some cattle had been turned in to eat them.

The garden was on a steep side hill, and just as the children came walking down the road, they saw a cow put down her head and jump. Little Annabel ran behind Sarah, though the cow was on the other side of the fence, but the boys all hurried to the fence to look over. Soon they began to laugh.

The cow had tried to bite a pumpkin, but when she touched it, it had begun to roll down hill. Then the cow had started after it, and found she couldn't stop. "Go it, old mooley," cried one of the boys. At the bottom of the garden, the fence stopped both mooley and her pumpkin, and the old cow began to eat as quietly as if nothing had happened; then the nutting party started on.

They crossed the road and climbed up a hillside, under trees hanging full of red apples, which looked so good it was hard to pass them; but Cousin Ben said, "Don't fill up your baskets, leave room for beech-nuts;" the children turned away from the apples and clambered on up the hillside toward the beech woods.

Over the stone wall that divided the orchard from the woods, were vines heavy with clusters of purple wild grapes, and in amongst the grapes were the pink fruit and pinker blossoms of the thimbleberry.

Still the children left their baskets empty, which was well, for they found the spreading beech trees loaded with delicious little nuts, different from any Albert or Annabel had ever before tasted.

When they were all busy and interested in gathering the nuts, Ben slipped away from the little party and went to a clearing near them but out of sight, where he knew the grown members of the family were preparing a surprise for the children.

The surprise was a hot supper to be eaten out of doors. Already a fire had been built and by it stood Mrs. Blake, broiling imported sausages which she held over the fire on a pointed stick. Aunt Annabel had brought some long rolls into which the sausages just fitted. Uncle Ben was making coffee, and papa uncorking olives.

Just before things were ready, Ben went back to the beech trees for the little children and Sarah, and brought them to the clearing. The little people danced and shouted for joy at sight of the bright fire and the loving faces of their parents.

It was a picturesque scene. The tall flames leaping up and casting deep shadows around; the glare of the light on the faces; the tall trees and dark evening sky, making a picture that the children always remembered. Little Annabel grew sleepy before supper was over, but Sarah's strong arms were always ready for "lil' lamb" and she carried her tenderly home.

The boys packed the things to be taken back, while the older people sat about on logs and sang a few songs as the fire died out.

Then it grew too cold for comfort, and they all went trailing down the hillside to Uncle Ben's house tired and happy and ready for a night of sound sleep.

XI.

SKATING WITH MOTHER.

Early one November afternoon, Albert and Annabel stood looking out of the sitting-room window, longing for amusement.

Thanksgiving was past; all of the cousins had gone; lessons for the day were over; the weather was cold, and what was there to do?

A tradesman was running to the kitchen door, looking very cold.

"Mama," asked Albert, "could we do anything out of doors on such a cold day?"

"I think so," she said. Four shining eyes watched her eagerly.

Mama understood the dear, little, longing faces, and did not keep them waiting, but told Sarah at once to prepare the children for skating. When she said "skating," they danced and clapped their hands. Mama brought a pair of new skates from a closet and told Annabel she should learn to use them.

"The ice is strong," said mama, "we will walk on our brook until we come to the pond."

The children were very happy to have their mama with them. When she took one by each hand, they reached nearly across the brook. As they walked along over the ice, she told them how the water was flowing along under the ice, just the same as in summer. "The ice," she said, "is the brook's winter overcoat."

Their frozen path turned and led in between some trees, and soon they were in the woods.

They could not see their own house now. Little Annabel's eyes opened wide. She thought that things were strange and queer, when the only path was a brook and there was nothing on either side but trees and bushes.

Mama saw the half-frightened little face and said gaily, "Isn't it pleasant to explore?" Whatever that meant, of course it was pleasant if mama said so, and Annabel answered brightly, "An'bel likes to splore."

Soon after, the brook widened, and they came to the pond. After much buckling of skate straps, all were ready.

Albert had learned a little about skating the winter before, and so started out readily, but down he went at once. Clambering up, he caught hold of mama's dress and kept along with her, but some boys called out to him, "You'll never learn to skate if you hold on to your mama," so he started off alone, falling down and getting up until finally he kept up very well.

Little Annabel tried, too, and at last could stand on her skates.

On the farther side of the pond, there was a fire of brush and logs with many people about it. Mama told Albert that if he could skate across and get it, he might buy some hot pop-corn of the man by the fire.

Albert made the journey safely, and came back proud and delighted. "You know what to do on a cold day, don't you, mama?" said Albert.

They walked back over the brook path to their home, and the way seemed much shorter than before.

Albert told mama that next summer he would like to take a row-boat and follow Our Brook to the end of it. "It would take you across the pond," said mama, "and far through the Long Meadows to the river," and she smiled down into her little boy's face, for she understood his desire, having often wished herself to make the same little journey.

When they came out of the woods, it was very pleasant to see their house with the trees around it, standing dark against a yellow sunset sky.

They climbed the hill feeling warm and happy, and were soon enjoying their supper and telling daddy all about their afternoon.

HOW BOBBIE RAN AWAY FROM HOME AND WAS BROUGHT BACK AGAIN.

By Garrett Williams.

Bobbie's mamma went out to make some calls, and before going she told Bobbie not to go outside of the yard until she came back.

Bobbie said, "No, Mamma," and kissed her good-bye, then climbed on the gate and waved his hand and called good-bye about ten times. By that time she was too far away to hear him, so he jumped down from the gate and wondered what he would do next.

There was no one for him to play with. All the little boys and girls he knew were at kindergarten. Bobbie had stayed home because he was going to have something done to one of his teeth, but the dentist had telephoned his mamma, and his mamma had told him to run out and play, because the dentist couldn't fix his tooth till tomorrow.

That was what Bobbie told the boy with a gun and two dogs who called, "Hello, Bub, why ain't you in school?"

Bobbie climbed on the gate again and shouted, "Where you going?" He didn't know the boy, but there wasn't anything to do and Bobbie was lonely.

"To a man's house. Want to come?"

Bobbie jumped down from the gate, opened it and ran across the street as fast as he could go. The boy was a big boy, he was ten years old. Bobbie was only five and a half.

"What's your name?"

"Bobbie Graham. What's yours?"

"Fred Smith. Do you live in that big house?"

"Yes. Where do you live?"

"Other end of town. Say, will your folks let you come along with me?"

"Sure." Now after Bobbie said "Sure" he had a queer feeling in his stomach. He stood still a moment, for he remembered what his mamma had said to him. Then he thought, "I'll just go a little way, and then run right home again."

But Fred Smith went across some one's yard and then turned a corner, and soon Bobbie didn't know which way was home. Fred wouldn't go back with him, because he had to take the gun and the dogs to a man who was waiting for them.

"What man," asked Bobbie, and then he became so interested in what Fred told him about the man that he forgot all about wanting to go home.

Fred said that the man lived in a house almost as big as all out-doors, and almost as high as the sky. He said the house was full of lion's skins and leopard's skins and tiger's skins, and in one room there was a live lion tied to a table, so it couldn't get away and eat people up.

"Will we see it?" asked Bobbie. His eyes were big and shining. There was a colored picture of a big lion in his A B C Book, at L is a Lion, but, my! he never thought they were alive before.

"Maybe we won't see it," said Fred, "but we'll hear it growl. I've heard it growl awful. And once it, it, it ate a man right up, but he, it, it made him awful sick to his stomach and he threw the man up, and he wasn't dead at all. I saw the man."

Now Fred didn't mean to be a bad boy. He was just telling stories the way he read them sometimes in books, for Fred had read Grimm's Fairy Tales, and Anderson's Fairy Tales, and The Red Fairy Book, and The Blue Fairy Book, and The Sky-Blue-Scarlet Fairy Book and a great many others; but Bobbie believed it was all true, and so he opened his eyes very wide and his face got red with excitement.

Pretty soon they came to the house. It did not reach to the sky, and it was not as big as all out-doors. It was not any bigger than the house that Bobbie lived in.

Bobbie said angrily, "This ain't the house," but Fred pulled him along and rang the bell.

"Yet, it is," he said. "The man he, he,—but here the door opened and Fred asked for the man. His name was Mr. Goode.

Mr. Goode came and talked to Fred, but Bobbie did not hear what he said for he was listening for the lion to growl. He did not hear any lion growl, and he did not see any lion's skins or leopard's skins or tiger's skins, so he began to cry. Then Mr. Goode took the dogs around the house to the barn, and Fred went with him, but Bobbie sat on the steps and cried as hard as he could.

Pretty soon a tall man came along with yellow mustaches that curled up at the ends. He was walking very fast, and didn't see Bobbie. As soon as Bobbie saw the man he jumped up and ran after him screaming, "Papa, boo-hoo! Papa, boo-hoo-hoo!"

The tall man was Bobbie's papa. He turned around and picked Bobbie up in his arms and carried him home.

Bobbie's mamma was very much frightened when she came home and couldn't find her little boy. She looked everywhere in the house. She even looked in the pantry drawers and on the shelves in the preserve closet. Then she looked out in the yard, and up in the trees, though she knew Bobbie was too small to climb them.

When Papa came home carrying Bobbie, she was crying and wringing her hands and tearing her hair, and was just going to send for the police to hunt for him.

Mamma was so glad to see Bobbie alive and well that she hugged and kissed him about twenty times, and did not scold him at all.

After Mamma had stopped kissing him, Papa took Bobbie between his knees and asked, "Bobbie why did you run away?"

"I don't know," said Bobbie.

"Didn't Mamma tell you to stay home?"

"Yes."

"Then why did you run away?"

"I, I forgetted to stay home."

"Then," said Papa, "I must give you something so you will remember better next time." So he laid Bobbie across his knees and spanked him very hard. And Bobbie cried hard, too, because it hurt, and when Papa stopped spanking him, Bobbie promised that he would never run away any more.

Then Bobbie and Bobbie's papa and mamma went out and sat on the piazza and watched the sun set, and the lady who lived next door brought them over some ice cream. She said they had more than they could eat at her house, and she thought it was a shame for it to melt and go to waste.

Bobbie sat on Papa's lap and ate his ice cream, and he thought how much nicer it was to be home than to be running away, so he said as loud as he could, "Bobbie loves Papa and Mamma. Bobbie will not run away from home any more."

WHEN BOBBIE WAS FIVE YEARS OLD.

By Garrett Williams.

From the time Bobbie was four years old he wanted to go to kindergarten. Some days he wanted to go so bad that he cried, and when Bobbie cried he could be heard all over the house. Mamma told him each time that he could go when he was five years old, but Bobbie didn't want to wait.

Every day he would ask "Am I five years old yet?,' and when Mamma said no, Bobbie felt very badly. Once he told his mamma he didn't believe he would ever be five years old, because it took him so long to grow.

One morning when Bobbie woke up Mamma told him he was five years old. O, how happy Bobbie was! He could scarcely wait for breakfast to be over. He would not eat anything at all until Papa told him if he did not eat he would not be strong enough to go to kindergarten. Then Bobbie ate a whole saucer of oatmeal and drank a big glass of milk.

After breakfast Mamma took Bobbie by the hand, and they walked three blocks and turned a corner, and then walked three blocks more, and came to a big house. A great many little boys and girls were going into the house, and Mamma said "Here it is;" then she and Bobbie went in too.

They went down a long hall and into a room where there was a lady that Mamma talked to. The lady smiled at Bobbie, and when she smiled she wrinkled her nose, and her eyes looked kind, just as if she wanted to kiss some one, so Bobbie didn't feel at all afraid. He walked close up to her and said, "Why do you make your nose go that way?"

The lady laughed and wrinkled her nose more than before, but she did not tell him why she did it.

Then Mamma kissed him good-bye and went away. When Mamma went away a queer feeling came into Bobbie's stomach, and two big tears jumped right out of his eyes and splashed on the floor. Bobbie was so surprised that he jumped too. The lady with the kind eyes and wrinkley nose took his handkerchief, which Mamma had put in his pocket before they started from home, and wiped his face for him. Bobbie said, "I'm not crying. The tears just came all over my cheeks before I could stop them." The lady said sometimes her tears did that way too. The lady's name was Miss Grant.

The children were calling, "Miss Grant, Miss Grant"; and laughing and talking and shouting. One little girl called, "Miss Grant, Johnnie Jones pushed me." A little boy pulled at her skirt and asked if he could play in the sand, so, as soon as Bobbie's tears had stopped coming, Miss Grant made them all get in a line and march around the room and take their seats.

Bobbie had such a good time when eleven o'clock came he didn't want to go home. He sang and marched and played in a sand bed and looked at pictures and played games, and all the time the lady with the kind eyes stayed with them, and played with them, and showed them how to do things. She told Bobbie what the little boys' and girls' names were and called him dear, and dear child, and darling boy just as his mamma did.

At eleven o'clock Bobbie marched out with the others, but at the door he ran back to where Miss Grant stood watching them, and put up his face for a kiss, and told her he loved her and was coming again every day.

Mamma was waiting outside to take him home, and all the way home Bobbie told her what a good time he had, and when they reached home he said, "Mamma how did I ever grow five years old so soon?"

I wrote a letter to to Santa Claus,
And this is what I said:
Dear Santa, I'm an honest boy,
I never had a sled,
So bring me one all bright and new,
A wee sled that will fly;
I want no other kind of toy,
Dear Santa Claus, good-bye.

FOR CHRISTMAS

THE CHRISTMAS TREE

A short play for seven little children, one representing a small fir tree, four representing presents, the other two being a little boy and girl.

A child can be made to represent a fir tree by a cap and costume of dark green crepe paper, the arms being wound with strips of the paper, yet free to move.

The presents are, a basket, a calendar, a yarn chain, and a paper mat.

The Basket—

Slant four oblong pieces of cardboard slightly and fasten edges with yarn or cord. Cut holes for the child's arms and make basket large enough so that only the head and feet of the child will show.

The Calendar:

Draw a picture such as kindergarten children can make on a good sized piece of cardboard, pasting a month from a calendar at the bottom. Tie a string or ribbon through the top of the card to be placed over the child's head.

The Chain—

Fasten a pair of mittens on a yarn chain such as the kindergarten children make. The child can have the chain around his neck and his hands in the mittens.

The Mat—

One of the paper mats that the children weave is held before the child.

The little boy and girl face the audience. The Fir Tree stands at some distance. The Presents are not in sight.

Little Boy:

"We must have a Christmas tree."

Little Girl:

"Yes, do you know where one grows?"

Little Boy:

"By the side of the road there is one."

Little Girl:

"Let us go to it and ask it then, if it will come to us for Christmas."

Children run to the Fir Tree and say:

"Dear little Fir Tree will you come with us?"

Fir Tree:

"Little children, I can come with you, if you wish to hang on my boughs only gifts of love."

Boy and girl clap their hands and say:

"Dear little Fir Tree come with us and we will show you all our presents."

Each takes one of the Fir Tree's hands and runs back across the room, where the Presents come out to meet them. The Basket steps forward.

Little Girl:

"Here is the basket, that we have made for

Little Boy:

"And here is the calendar, that we have made for father."

Little Girl:

"And see the chain, which we have made for little lame Tom's mittens."

Little Boy:

"And the mat for Uncle Jack's study."

Together:

"Dear little Fir Tree, we have made them everyone, and we would much rather give them away than keep them for ourselves."

Fir Tree:

"Little children, I shall be very proud and very happy to hold such gifts on my branches."

The Fir Tree stretches out his arms, while the children gather the Presents around him.

Boy faces the Tree:

"Thank you, thank you little Tree."

Girl faces the Tree:

"Thank you dear little Christmas Tree."

The children take each other's hands and bow.

Oh, Christmas time is coming soon,
And all the girls and boys
Will hang their stockings up and ask
For many kinds of toys,

Jolly old Kriss, what a fellow you are,
Riding all over the world in the air;
Sliding down chimneys, through ashes and smoke,
Fur-covered Kriss you're a regular joke.

How do you manage to carry such loads?
How do you manage to keep the right roads?
How do you know all the good girls and boys?
Why don't we wake with your clatter and noise?

Now kitten cat, Daisy, just hear me,
And mind each word that I say,
And don't frisk 'round about nothing,
To-morrow'll be Christmas day.

I s'pose you don't know about Chsistmas,
'Cause you haven't had one before;
I'll tell you there'll be a big turkey,
And presents for all and more.

I wonder if old Santa Claus,
When he was just a boy,
Was very good at Christmas time,
His parents' pride and joy!
I wonder if his stocking hung
Beside the chimney tall
I wonder if dear Santa Claus
Had any toys at all!

I saved my cake for Santa Clause
One Christmas eve at tea;
For if riding makes one hungry,
How hungry he must be!
I put it on the chimney shelf,
Where he'd be sure to go—
I think it does a person good.
To be remembered so.

When every one was fast asleep
(Every one but me),
I tiptoed in to mamma's room—
O! just as still—to see.
If he had been there yet. Dear me!
It made my feelings ache—
There sat a mizzable little mouse
Eating Santa's cake!

In the dawning, in the dawning,
The first Christmas morning;
Our dear Saviour who so loves us,
Was born far away;
When the daylight is breaking,
And the bells are all chiming,
We'll sing our gay carols
In this glad Christmas morn.

JOHN GREENLEAF WHITTIER

Birthday, December 17

Suggestions for a talk with small children

John Greenleaf Whittier was a great writer who lived in our country—America. He was born at Haverhill, Mass., and was called Greenleaf. His father was a farmer and they lived in an old house with a roof that leaked and the rain and snow sometimes came in on the bed where Greenleaf slept. He had a brother and two sisters and they were very fond of each other.

There was a big fire place in the house and in the evening the children often roasted apples or popped corn, while their mother told them stories of her early days. At nine o'clock they went to bed.

Across the road from the house there was a barn and Greenleaf loved to play on the hay. He helped his father gather the corn and the pumpkins into the barn, and then sometimes they would have a husking bee. The neighbors would come from many miles and the barn would be lighted up with lanterns. First they would husk the corn and when the work was all done the children would play hide and seek and other games and make jack-o'lanters of pumpkins.

There was a brook back of the house and Greenleaf loved to wade in it. He did not wear shoes when the weather was warm and he wore his pantaloons turned up so he could wade in the brook.

Greenleaf had very bright eyes and learned to see many things. The flowers, the trees, the birds, and insects, and animals in the woods all delighted him and with nature for a teacher he learned many things.

His father and mother were quakers, who are gentle, loving people, and on Sundays (they called it First-Day) they went to the meeting houses. The men sat on one side of the house and the women on the other. The Quakers do not pay any one to preach to them. They all sit still, the men wearing their broad-brimmed hats and the women large gray or drab bonnets. They sit very still until some one feels that he ought to speak and then he takes off his hat and stands up. When a woman speaks she takes off her bonnet.

Greenleaf went to school in a little school house with one room and one teacher for all. There were no blackboards nor pictures on the wall. Here he learned to read and spell. When spelling the children all stood in a line. When a child could not spell a word the next one who could spell it went above him in the line. Greenleaf kept at the head of the line and felt very proud of it, but one day he missed one word and a little girl spelled it and went above him. He felt very much ashamed and did not want to go home with the other children so he waited for them to go away. He pulled his cap over his eyes and hung his head; as he stood there he felt some one touch his arm. He turned and saw a little girl with her eyes full of tears. As she fingered her blue checked apron he heard her say:

"I am sorry that I spelt the word;
"I hate to go above you;
"Because"—the brown eyes lower fell—
"Because, you see, I love you."

When Greenleaf grew to be a man, he wrote many poems. The "Barefoot Boy," and "Snow Bound," are two of them.

NOTE—Study selections from some of Whittier's famous poems.

PICTURE STUDY

MADONNA OF THE CHAIR—*Raphael.*

(See cover page.)

Raphael Zanzio was born in Italy. His father was an Italian painter and poet and Raphael was taught to love art and when a little child showed talent in that direction. He had an excellent teacher and his first work resembled the style of his tutor, but he soon showed remarkable powers of originality and soon became known both in Rome and Florence as a great artist, as he is now throughout the world. His greatest works were done in Rome, and there was so great a demand for his productions and so eager was he to follow his chosen profession that he greatly neglected his health and he died at the early age of 37 years.

STUDYING THE PICTURE.

With a spirit of seriousness and reverence pervading the room tell the story of the Christ Child and of His mission on earth; explain the meaning of "Peace on Earth" and how much better than peace is "Good Will Toward Men," of little children toward each other, etc. Tell the real meaning of Christmas.

The picture has been called the favorite of the world and was originally painted on wood. The Madonna is seated on a low chair, clasping the infant Jesus in her arms, who is nestling close to her. In the background stands the little St. John, with hands clasped. Raphael painted more than 100 pictures of the Madonna, but this is considered by many the best, and is the more beautiful because it is so simple. The dress of the Madonna was probably in vogue in Italy in Raphael's time.

POEM:—"IT WAS AN OLD, OLD, OLD, OLD LADY."

By H. C. Bunner.

Dramatis Personae.

Grandmother.
Little Boy.
1st Person.
2nd Person.
3rd Person.
4th Person.

The **four people** stand in a group at a distance from the **Grandmother** and **Little Boy.** The **four people** engage in conversation and comment concerning them.

The two principal characters—**Grandmother** and **Little Boy**—sit on chairs in the front of the room facing each other.

1st Person. **There** is that old, old, old, old lady.

2nd Person. So it is and the little boy who is always with her.

3rd Person. I wonder how **old** the little fellow is?

4th Person. His Grandmother says he is just half past three.

1st Person. I think the way those two play together is beautiful to see.

2nd Person. The old lady can't go running nor jumping.

3rd Person. And the boy—no more can he.

4th Person. Why? Is the little fellow sick?

1st Person. Oh, he is a thin little fellow with a poor little twisted knee.

Hush! They are beginning to play now—as they always do.

Boy. How warm the sunlight is today, Grandma, and how yellow it looks on the grass.

Grandma. Yes, it is well we have this big maple tree to shade us, or we'd be **too** warm.

Boy. What game shall we play, Grandma; Hide and Seek?

Grandma. Yes, I like that game as well as any. You blind first, boy.

2nd Person. See! He bends his face down on his one little sound right knee.

3rd Person. And then you see he guesses where she is hiding in guesses—one—two—three.

Boy. You are in the china closet, Grandma. I have found you with my first guess.

Grandma. No, it isn't the china closet—but you still have two and three.

Boy. You are up in Papa's big bed room—in the chest with the queer old key.

Grandma. You are warm and warmer, but you aren't quite right, my boy.

Boy. It can't be the little closet where Mother's things used to be.

Grandma. No, you know we never hide there.

Boy. So it must be the clothes press, Grandma.

Grandma. Yes, you have found me with your three. Now I'll cover my face with my fingers and I'll guess where **you** are hiding—in guesses—one—two—three.

Boy. And be sure you count one hundred, Grandma, so I'll have time to think of a good place.

Grandma. Yes, I will and I'll count slowly, too.

1st Person. Just think! Playing Hide and Seek and never stirred from their places—out under the maple tree.

2nd Person. She's a dear, dear, dear, old lady and how she loves that little fellow.

3rd Person. How they love each other—that old, old, old, old lady and the boy with the poor, little twisted knee.

FINGER PLAY

This is the store where mother will buy
Some ripe, red apples and spice by and by.
This is the soft, white flour she will take,
And soon a good, apple pie she will make.

This is the spoon in which as you know
Is measured all spice and salt for the dough.
These are the cutters all sharp and all bright,
To mark out in scallops the pie-crust so light.

This is the straw that will surely tell true
Whether our pie is baked well through and through.
If you are here when our pie is complete,
Ask mother to give you a piece for a treat.

CRADLE HYMN

Martin Luther

Away in a manger, no crib for a bed,
The little Lord Jesus laid down His sweet head.
The stars in the bright sky looked down where He lay—
The little Lord Jesus asleep on the hay.

The cattle are lowing, the Baby awakes,
But little Lord Jesus, no crying He makes
I love thee, Lord Jesus! look down from the sky,
And stay by my cradle till morning is nigh.

WHAT MEANS CHRISTMAS?

Bright little star, shining afar,
Tell me, pray,
What means Christmas day?
Christmas, my child, is a song from above;
The sweet, happy song of God's great love.
'Tis the music of heaven on earth below,
'Tis the Spirit of Christ in the world aglow;
For in every heart is the pulse and thrill
Of loving and giving, of peace and good-will.

There'll be dolls and books and pictures,
And candies and fruits, such a treat!
And if you're a good kitten, Daisy,
You'll get a nice plateful to eat.

All hail, jolly Christmas,
The children's own day.
The time of all times
Is most joyous and gay.

O wonderful Christ-child,
Of far Galilee!
For blessings so countless,
Our thanks are due thee;

Our young hearts are thine,
And thy words we obey;
Who said let the little ones
Come unto me.

ETHICAL CULTURE

ETHICAL VERSE

JESSIE'S CHRISTMAS PRESENTS

"Oh! I am so glad, I've a shilling to spend,"
Said Jessie one cold winter day;
"And to-morrow it's Christmas, the shops are so grand,
And every one's happy and gay."

"I'd like to buy father a grand walking stick,
And for mother some gloves lined with fur,
And as for dear baby, I think a nice ball
Would be the best present for her."

But Jessie was only a wee little girl,
And a shilling meant riches to her;
She had no idea of what it would buy
When she thought about gloves lined with fur.

She was dressed like Red Riding Hood, in a warm cloak,
With a hood and a soft wooly muff,
She was cosy and warm, though the snow-flakes fell fast
And the biting North wind was so rough.

But just at that moment, she saw a sad sight.
A little girl, just her own size,
Stood, holding out matches, which no one would buy,
While the tears gathered thick in her eyes.

And as Jessie looked at her thin tattered clothes,
And her poor little arms bare and red,
She forgot all the gifts she intended to buy,—
"I'll give her my shilling," she said.

When no one was looking, she took out the coin,
Dropped it into the thin pleading hands, and
Then for fear she should alter her mind,
walked on
Without even once looking behind.

That night, when she sat on her dear father's knees
And talked about glad Christmas Day,
"I can't give you a present dear daddy," she said,
"For I've given my money away."

When she told him about the poor sad little girl,
Her father said, "Mother and I
Would rather our darling was loving and kind
Than have all the gifts money could buy."

WHILE THE STARS OF CHRISTMAS SHINE

EMILIE POULSSON

While stars of Christmas shine,
Lighting the skies,
Let only loving looks
Beam from our eyes.

While bells of Christmas ring,
Joyous and clear,
Speak only happy words,
All love and cheer.

Give only loving gifts,
And in love take;
Gladden the poor and sad
For love's dear sake.

SCATTER GLADNESS.

If you have a word of cheer,
Speak it where the sad may hear;
Can you coin a thought of light?
Give it wing and speed its flight;
Do you know a little song?
Pass the roundelay along;
Scatter gladness, joy and mirth
All along the ways of earth.

—Progress Magazine.

A DEVOTIONAL EXERCISE.

The following exercise always interests the little ones. It can be shortened or lengthened at any time without confusion to the children:

Teacher—What does the Great Teacher say to little children?

School—Little children, love one another.

Teacher—What else did He say?

School—Do unto others as you would have others do unto you.

Teacher—What is the value of a good name?

School—A good name is rather to be chosen than great riches, and loving favor rather than silver or gold.

Teacher—Can a little child have a good or bad name?

School—Even a child is known by his doings, whether his work be pure or whether it be right.—American Primary Teacher.

MEMORY GEMS.

Honesty.

Truth needs no color, beauty no pencil.—Shakespeare.

The basis of high thinking is perfect honesty.—Strong.

Nature has written a letter of credit on some men's faces which is honored whenever presented.

Self-control.

Self-mastery is the essence of heroism.—Emerson.

He who reigns within himself is more than a king.—Milton.

I have only one counsel for you: Be master!—Napoleon.

Perseverance.

Success in most things depends on knowing how long it takes to succeed.—Monsequin.

Perseverance is failing nineteen times and succeeding the twentieth.—Dr. Anderson.

Promptness.

Promptness takes the drudgery out of an occupation.—The True Citizen.

Be prompt to catch the minutes as they fly, and make them yield the treasures they contain, or they will be lost forever.—The True Citizen.

Napoleon once invited his generals to dine with him; but, as they did not arrive at the moment appointed, he began to eat without them. They came in just as he was rising from the table. "Gentlemen," said he, "it is now past dinner, and we will immediately proceed to business."

KINDERGARTEN GROWTH

[NOTE:—Under this heading we shall give from time to time such items as come to our notice relative to the establishment of new kindergartens as well as articles or statements in the public press or from noted educators favorable to the kindergarten cause.]

Good Words for the Kindergarten

Elbert Hubbard says in FRA:

Within thirty years a sure evolution has been going on in the method of teaching children. The changes have been so great that they have truly amounted to a revolution. These changes in method have sprung from the influence of one man.

That man is Friedrich Froebel.

Froebel was the inventor and originator of the Kindergarten.

The Kindergarten was the greatest, most important, most useful innovation of the nineteenth century, save none. No rapid-transit scheme of moving men from this point to that with lightning-like rapidity, no invention of calling up folks 500 miles away and talking to them can compare in value with that which gives love for brutality, trust for fear, hope for despair, the natural for the artificial.

The Kindergarten! The Child-Garden—a place in which the little souls fresh from God bloom and blossom!

You can not make the plant blossom. You can, however, place it in the sunshine and supply it aliment and dew; but Nature does the rest.

So it is with teaching. All we can do is to comply with the conditions of growth in the child, and God does the rest.

We are strong only as we ally ourselves with Nature. We can make head only by laying hold on the forces of the Universe.

Man is a part of Nature—just as much so as are the tree and the bird. In the main, every animal and every organism does the thing that is best for it to do. Froebel thought that human nature in all its elements is as free from falsity and error as Nature is under any other aspect.

The idea that man is constantly prone to do that which is hurtful to himself was revolting to this wise and gentle man.

The Kindergarten System is simply the utilization of play as the prime factor in education. Froebel made the discovery that play was God's plan of educating the young, so he adopted it.

The Old and the New Pedagogics.

Before Froebel's day everybody seemed to think that play was a big waste of time in the children, and a sin in grown-ups. That which was pleasant was bad. Some people still hold to this idea, but such folks, I am glad to know, are growing a trifle lonesome. In eighteen hundred fifty, the year before Froebel died, he said, "It will take the world four hundred years to recognize the truth of my theories."

Only seventy years have gone, and already we find the Kindergarten Idea coloring the entire scheme of pedagogics. Like a single drop of aniline in a barrel of water, its influence is shown in every part.

Napoleon's character stands out sharp and clear, etched against the sky. He killed a million men, made homeless and houseless five million women and children, and left a trail of death and desolation behind him. We may admire the power of the man, but his life does not influence us; we do not imitate him, and between him and us there is nothing in common. He stands away out yonder with folded arms, upon a barren rock at Saint Helena, looking out upon the sad and solemn sea—and we are here.

More Expression—Less Introspection.

Two men of modern times have influenced the inner life of the race to a profound extent. Yet they are not widely known, nor are their names household words. They have mingled their lives with ours, and the river of their existence is lost in the ocean of our being.

There is not a single home—among the better class of homes—in Europe or America but shows the influence of William Morris. The simplicity, genuineness, truthfulness and quiet good taste of Morris have influenced the entire housekeeping world.

Not a schoolroom in the world of civilization that does not show the influence of Friedrich Froebel. The Kindergarten Idea has also crept into the homes, and is influencing and educating the parents, too.

The use of pictures as a means of exciting self-activity is seen everywhere; children are being taught to observe Nature, and they are encouraged to bring to the school the curious things they find in woods or fields—birds' nests, flowers, fungi—and these things are discussed with animation in open court.

There are fewer books and greater interchange of thought and feeling—more expression and less introspection.

Disgrace through the dunce-cap, "standing on the floor:" humiliation through corporal punishment, when the entire school quit study to look on; use of the ruler on the open hand on account of lessons not memorized—all these things are becoming beautifully less. Naggings, prohibitions, chidings and threats have now no legitimate place in any school.

The End of Squeers and His Brood.

But the things I have just mentioned, and which every man of, say 40 years, so well remembers, are as nothing compared to the inquisitorial horrors that childhood of a hundred years, or even fifty years ago, had to endure. Thomas Carlyle once wrote: "Most people seem to think that when Jesus said, 'Suffer little children to come unto Me and forbid them not,' He held a rod behind Him and was only trying to coax the youngsters within easy reach."

It is not necessary here to catalog the villianies of the past, done in the name of education; but the

matter was summed up by a friend of mine, an Englishman, a few weeks ago, when he said: "I believe most emphatically in Hell, for I've been there. When I was seven years old my parents placed me in a boarding-school for boys, and I remained there five years. The fagging and beastly brutality of the big boys toward the little ones was only a reflex of the mental attitude held toward us by the head master and his wife, who were neither better nor worse than the average teacher of the time. They were 'educated' folks, and piled up forty lines of Virgil on you for trivial acts or omissions; and when you were hopelessly bankrupt they canceled the score with a cat-o'-nine-tails and the dark room, with bread and water. My life there seared my very soul, and filled my heart with so much hate that I am at times a victim to it yet. The only compensation for that nightmare of my childhood lies in the fact that I saw the wickedness and atrocious error of a system that sought to suppress and break the spirit, instead of giving it wings."

And that is the kind of education the Froebel System has supplanted. We have kindness now, and faith and love; and he who has the most sympathy, the greatest patience, shall be crowned with honor, and above all he shall feel the approval of his Other Self.

We will call him Rabbi—Teacher—Master

Ionia, Michigan. To the Kindergarten Magazine: I have been most interested in reading about the progress of the kindergarten and the various articles and letters that have been published in your paper and I thought you might like to know what we have accomplished in Ionia. Three years ago next June, the first pure kindergarten was opened in the city hall where two large sunny rooms proved nearly ideal for the work. Previous to this time, a sub-primary was the only form of kindergarten work in the schools and each first grade teacher did as much as possible along kindergarten lines. With a splendid assistant well trained in music we started forth. Many townsmen were much opposed to our being located in their new city hall, but we invited all to visit us and see our work and now I feel sure that all Ionia fully appreciates the value of a kindergarten. We have eighty-four children enrolled, dividing them in two sections, one for the morning and one for the afternoon. Our kindergarten band has interested many people and Dr. Winship of Boston published the picture of the same in the "American Primary Teacher." We plan to entertain all the mothers at least three times a year in various ways, inviting them to Hallowe'en, Christmas and May parties and this month Miss Edith E. Adams, of the State Normal School Kindergarten will conduct a mother's meeting in the evening. We have made a special effort to interest every one in this great kindergarten work and feel that we have succeeded in permanently establishing a kindergarten in connection with the Ionia schools. I only hope that every kindergartner enjoys her work as much as I and has met with such appreciative people who have helped to make the kindergartena success. I am always willing to do or say a kind act or word to help any kindergarten.

THE KINDERGARTNER

NEWS NOTES

Portland, Ore. Miss Marjorie Taylor has been placed in charge of the Unitarian Church Kindergarten.

Bar Harbor, Me. A movement is on foot to secure the Ledgelawn Avenue Public Library Building for a kindergarten.

Dover, N. H. Miss Bertha Wimffheimer opened her Kindergarten here, October 3, and is meeting with success.

Reading, Pa. The Cotton Street neighborhood, which has long felt the need of a kindergarten, has been supplied by a change that is proving very satisfactory. Miss Howe is in charge.

Rutland, Vt. Miss Marjorie Barton of Royce Street, who graduated from Miss Wheelock's Kindergarten Training School in Boston last June, has taken a position at Revere, Mass.

Boston, Mass. The lecture by Dr. H. D. Willard on Michael Angelo under auspices of Lucy Wheelock Kindergarten Training School at Parker Memorial Hall was a very enjoyable event. A reception and tea followed.

Salt Lake City, U. The officers and board of directors of the free kindergarten are much pleased with the way the year has started. An average of twenty-five daily are in attendance, and the day nursery in connection is also proving a big success.

Nashville, Tenn. Among the educational institutions of Nashville is the Kindergarten opened this fall on Terrace Place by Mrs. Pearl Hedges of this city. Her kindergarten opened October 4 with flattering prospects. Mrs. Hedges is a trained teacher of recognized ability in both Sunday School and day school work. She has of late years been associated with Mrs. McHenry and Miss Halverson in the kindergarten work.

Milwaukee, Wis.—Miss Minetta F. Sammis, of the Michigan State Normal College at Ypsilanti, has been elected to the kindergarten position in the Milwaukee State Normal School, made vacant by the resignation of Miss Ruth W. Norton, who has held the position for the past four years. Miss Norton was married Nov. 7 to Dr. Samuel Warren Hamilton. After a six month's tour abroad, Dr. and Mrs. Hamilton will make their home in Utica, New York.—Miss Nina C. Vaudewalker of the Milwaukee State Normal School addressed the Minnesota Educational Association at Minneapolis, Oct. 27, on "The Kindergarten as the Basis for the entire Educational System."

Nashua, N. H. With a careful solicitation of the different kindergartens of the city this morning, a Telegraph reporter got a very fine estimate of the little tots who attend the kindergartens from the age of 4 to 6 years. There are many cute incidents which happen at the different kindergartens which please the parents as well as the teachers. After the little folks get acquainted with the ideas that the teachers are trying to instil in their young minds, they do not mind going to school

alone for half a day, but on the contrary, many are unhappy if obliged to remain at home. The kindergarten is certainly a great blessing to the mothers as well as the children.—Telegram.

Portland, Ore. With the opening of the boys' classes at the Irvington Club under the direction of A. M. Grilley last Saturday afternoon was inaugurated a movement for outdoor playgrounds in Portland during winter months. Equipment has been provided for the playground which will be in use whenever the weather permits, and in inclement weather the clubhouse will be used. For the smaller children it is proposed to maintain a kindergarten during the winter months. This will be in charge of Miss Katherine Taylor, who had charge of the playgrounds in the Park Blocks during the summer. Quarters will be provided in the clubhouse assembly room.

Denver, Colo. Kate Douglas Wiggin, the authoress, spends part of her year in England and finds the associations and surroundings of her life there most attractive, but unlike Anne Warner French, who has just repudiated America, she remains loyal to her country and her countrymen. Her home is in New York City and she has a summer home in Maine. Miss Wiggin is really Mrs. George C. Riggs, but she uses her pen name in literary work. Mrs. Wiggin is different from Mrs. French in another particular. She has a large reading public in America and few American writers have more friends. Much of her writing has been based on experiences abroad. Mrs. Wiggin is much interested in educational matters and she organized the first free kindergarten for poor children on the pacific coast.—Denver Times.

Chicago, Ill. The students of Pestalozzi-Froebel Kindergarten Training School of Chicago were entertained at Park No. III by Miss Mary Goldsmith, director, and Miss Laura Hassenstein, director, of Chicago Commons Kindergarten. During the afternoon the students were happily surprised by a visit from Kate Douglas Wiggin who talked to them informally on what the kindergarten has meant in her life and literary career. The occasion will be long remembered by all who were present. The Alumnae of the Pestalozzi-Froebel Kindergarten Training School of Chicago gave a Harvest Festival, Nov. 18th. The program consisted of Thanksgiving Processional in Costume, Pastoral Tableaux, Nature Folk Songs, Games, Dances conducted by Miss Mari Ruef Hofer followed by a Sale of Nature Materials suitable for School Use, Exhibit of Objects made from Nature Materials, Grains, Grasses, Boughs, Cotton Bolls, Leaves, Etc.

New York. The National Association for the Promotion of Kindergarten Education in No. 1 Madison Avenue, organized in 1909 to arouse interest in the kindergarten cause throughout the United States, has been authorized by the Supreme Court to change its name to National Kindergarten Association. It is said there are four million children now deprived of school life at a time when they have no wage-earning value, but are most sensitive to impressions, and this organization is using every method in its power to stimulate an interest in the subject, realizing that additional kindergartens will greatly increase the average intelligence of the country. Edwin S. Marston is president of the association and George W. Perkins, treasurer. Among the board of directors are John D. Archbold, William S. Ball, Mrs. W. D. Gaillard, Mrs. John Greenough, Herbert F. Gunnison. Miss B. Locke, Mrs. George Grant Mason, Mrs. Levi P. Morton, Mrs. Robert Overfield, Mrs. Henry Phipps, Mrs. Charles Cary Rumsey, Miss A. Schurz.

Grand Rapids, Mich. The Grand Rapids Kindergarten Training School, under the excellent management of Clara Wheeler and her able assistant, May L. Ogilby, has a very large attendance, students coming from several of the adjoining states. Several new and interesting features have been added for the winter term, including special training in vocal music, and a course in primary methods. Special work in nature study, with field classes, is also being arranged for the senior students. Among the senior students from out of the city who have registered for advanced work are Misses Nora Barbour, Fort Wayne, Ind.; Willie McAlpine, Helena; Ruth Shapre, Springfield, Ohio; Garnett Burt Ingeborg Simpson and Pearl Hanson, Manistee; Marguerite Crotser, Petoskey; Isabella Choleston, Helen Look, Lowell; Esther Crowley, Manistee; Amy Dickinson, Grand Haven; Florence Jacobs, Fowlerville; Lorna Murphy, Lowell; Harriett Steketee, Holland; Josephine Townsend, Algonac; Anna Warnshuis, Holland, and Ola Wellman, Bellaire.

St. John, N. B. The reports of the Free Kindergartens for the past month show that there is a growing interest and realization of the benefits of the work for the children, both on the part of parents and citizens. Each Kindergartner reports a large number of new scholars, room being made for these by many of last year's pupils entering school. In some cases mothers have been so eager to bring their little ones at the earliest age possible that they have had to be advised to keep them home for another year, for some seemed mere babies. Another thing that shows the appreciation of parents is that many of the little ones bring cents for the Kindergarten bank regularly. This money is used for the children's good in some extra supplies or comfort. Through the kindness of benefactors the rooms have all been thoroughly renevated during holidays and the scholars much appreciate their nice clean quarters and improved sanitary arrangements. Appreciation on the part of Kindergartners is expressed for visits made to the schools and helpful gifts of clothing, fruit and flowers. The Kindergartners have directed the thoughts of the children from the home and family to the life of nature, where the growth of vegetable, fruit and seed has been studied, leading the thought to the Giver of all good gifts, the little minds thus developing for a real Thanksgiving.—*Globe.*

Philadelphia, Pa. The Alumnae Association of the Philadelpia Training School for Kindergartners (1333 Pine Street) holds its annual meeting, Saturday, January 13th, 1912, at 3 o'clock, at the Industrial Art School, Broad and Pine Streets. The Association will have the privilege of listening to a lecture by Miss Agnes Ripplier on "Women at Work." (Mrs.) Margaret Morris Sibley, Corresponding Secretary.

BOOK NOTES

Live Dolls in Fairy Land. By Josephine Scribner Gates, with illustrations by Virginia Keep. Cloth, 140 large pages, 7x9 1-4 ins.; beautifully illuminated cover. Published by The Bobbs-Merrill Co., Indianapolis, Ind. Price $1.25 net.

A wonderfully fascinating book for little children and especially suitable for Christmas gifts. There are ten illustrated stories about live dolls, and one under the caption "Sunshine Annie."

The Girl That Goes Wrong. By Reginald Wright Kauffman, author of "The House of Bondage," Etc. Cloth, 226 pps., 5x7½ ins. Published by Moffat Yard & Co., New York. Price $1.25.

The inexpressible conditions of human bondage of many young girls and women in our cities demand a fearless and uncompromising warfare. The terrible peril that lingers just around the corner from every American home, and threatens to undermine the very foundation of civilization, must be stamped out with relentless purpose. The facts contained in this new work have been verified by the author while collecting material for his novel on White Slavery.

Honey Bee. By Anatole France. Translated by Mrs. John Lane. illustrations by Florence Lundburg. Cloth, 172 pps., Illuminated cover, 7x8 3-4 ins. Price $1.50 Published by John Lane Co., New York.

Anatole France, the greatest of living French novelists, has written for children a story overflowing with poetic imagination, wisdom and humor—divine qualities to which the heart of the child is always open. "Honey Bee" is the story of a golden-haired princess who reigned over the dwarf. It is of absorbing interest to children.

The Jaunts of Junior. By Lillian B. Hunt. Pictures by Arthur B. Phelan. Cloth, 52 large pages, 8½x11½ ins. Price, $1.25. Published by Harper Bros., New York.

A delightful book for children and especially attractive at the Christmas time. It abounds in beautiful full page illustrations and tells in rhyme a story of Junior's Jaunts in a way that all children are sure to enjoy.

WOMAN'S PART IN GOVERNMENT WHETHER SHE VOTES OR NOT. By William H. Allen, Director, Bureau of Municipal Research and Training School for Public Service, author of "Efficient Democracy," "Civics and Health," etc. Cloth, 375 pps. 5x7½ inches. Price, $1.50 Net. Published by Dodd, Mead & Company, New York.

This is a new kind of book about government. It makes you want to work for better government between elections. It also tells you many ways to do it. It is a handbook on straight-seeing, straight-thinking and straight-acting on public questions between election times. It is for editors, speakers, club workers, students, givers, voters and not-yet-voters, men as well as women. "It aims not to settle but to raise questions, to encourage self analysis and study of local conditions, to stimulate interest in methods and next steps of getting done what we all agree should be done to make democracy efficient."

The Fourth Physician. By Montgomery B. Pickett. Cloth, 51-4x8 inches. 144 pages. This is a Christmas story of a new and distinctive type. It is based on a play which won first prize over eleven hundred others submitted in a recent contest. Andrew Alexnder Bruce says of this book in The Quarterly Journal: "A little novel which is full of psychological and sociological interest, but which is so fascinating in its style and so interesting in its theme, that it is only after we have laid it aside that we realize its depth and its meaning. It is a beautiful Christmas story, but it is a story which is more than beautiful. It is a novel, but it is something more than a novel. It is timely at this Christmas season, and it will be timely at all Christmas seasons. Published by A. C. McClurg & Co., Chicago.

How To Read and Declaim. By Grenville Kleiser, 428 pages. Cloth. 5x7½ ins. $1.25 net; by mail $1.39. Funk & Wagnalls Company, Publishers, New York.

This book is a course of instruction in reading and declamation having as its prime object the cultivation of taste and refinement in the student. The book is divided into five parts. Part One—Preparatory Course: Twenty lessons on Naturalness; Distinctness; Vivacity; Confidence; Simplicity; Deliberateness, and kindred topics. Part Two—Advanced Course: Twenty lessons on Thought Values; Thought Directions; Persuasion; Power; Climax, etc., etc. Part Three—Articulation and Pronunciation. Part Four— Gesture and Facial Expression. Part Five is made up of the most up-to-date and popular prose and poetic selections that have recently been put together.

The All Sorts of Stories. By Mrs. Lang. Edited by Andrew Lang. Illustrated by H. J. Ford. Cloth, 377 pages, 5 1-4x7 1-4 ins. Price $1.60 net. Published by Longmans Green & Co., New York City.

This book has many fascinating stories both old and new, fairy tales, etc. Especially interesting at the Christmas season. Beautiful gilt-edges and an attractive Christmas Gift.

The Story of the Roman People. By Eva March Tappan, Ph. D., author of "European Hero Stories," "The Story of the Greek," "American Hero Stories," "Our Country's Story," "England Story," etc. Editor of the "The Children's Hour." Cloth, 252 large pages, 6x8½ ins. Published by Houghton Mifflin Co., Boston, New York, and Chicago. Price, $1.25 net.

An elementry History of Rome, told so interestingly that it will be eagerly read by all interested in Roman history.

Courage, Ambition, Resolution. Compiled by Grace Browne Strand, cloth, 62 pps., 5x7½ ins. Price, $.50 Published by A. C. McClurg & Co , Chicago.

A beautifully gotten up book with many quotations on the subjects named in the title. A very acceptable Christmas gift.

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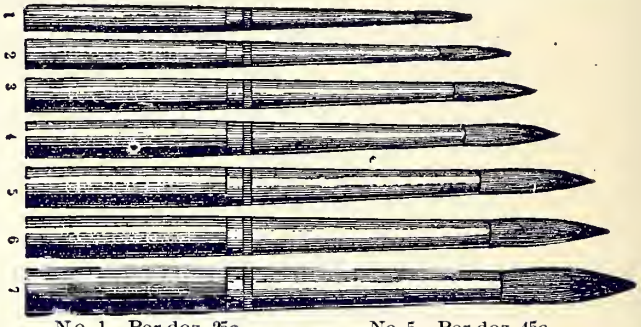
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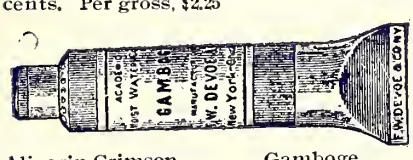


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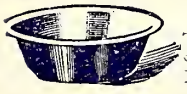
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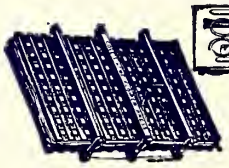


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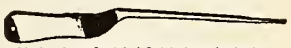
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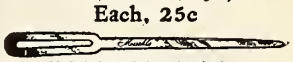
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NEWS NOTES—Continued

Brockton, Mass. The day nursery and kindergarten in connection with the fall carnival is a welcome haven for mothers who visit the carnival. Over one hundred children under three were cared for in the nursery daily and nearly three hundred in the kindergarten. Some of the kidlings sleep peacefully in their little nests but there are others who have to be cajoled to take their usual nap and there are still some few who much prefer to sit up and play with their pink toes. It is certainly a pretty sight to see the white-gowned, white-capped nurses taking care of the little ones. When the nap is over forth comes baby to sit at the little table and enjoy the toys that are prepared for his benefit. There are plenty of these amusements, steam engines that wheel around, and little horses that move, and dolls that bob up straight when you tip them over, but strange to relate it is often the toy that the other chap has that is the only toy that will satisfy this baby. Many of the children are placed in the kindergarten for a short time while the mothers take a stroll about the grounds. Others come in late in the day after little feet have become too tired to trot about and then the kindergarten games and music help them to forget how tired they are. The weaving interests all the little ones, who are ever ready to make something "to take home and show papa,"—poor papa who couldn't come to the big fair. A busy mother on the grounds was Mrs. Henry Berman of Edson Street. She came to the fair with 10 children, all her own, too. She "cached" four of the little ones at the kindergarten and nursery and took the other half-dozen with her on her stroll about the grounds. Late in the afternoon she rounded up her flock and departed.—*Brockton Enterprise.*

Ill habits gather by unseen degrees,
As brooks make rivers, rivers run to seas.
—Dryden.

Vessels large may venture more,
But little boats should keep near shore.
—Franklin.

He who fights and runs away
May live to fight another day.
—Goldsmith.

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WANTED—Position as kindergartner. Graduate of a good training school. Address, W. 278 River Street, Manistee, Mich.

WANTED—Back numbers of the Kindergarten-Primary Magazine, as follows: February, May, June, September, 1889; December, 1890; January, March and April, 1891. Address, Mrs. Helen B. Paulsen, Buckhannon, W. Va.

WANTED—Back number of Kindergarten-Primary Magazine for February, 1910. Address, A. Cunningham, Indiana State Normal School, Terre Haute, Ind.

WANTED—September and October numbers of the Kindergarten Primary Magazine for 1904. Address C. M. T. S., care of Jennings & Graham, 222 W. Fourth St., Cincinnati. Ohio.

WANTED—Kindergarten-Primary Magazine for January and October, 1894, and October, 1897. Address G. Dunn, & Company, 403 St. Peter Street, St. Paul, Minn.

WANTED—One copy each of Kindergarten-Primary Magazine, as follows: June and September, 1894; January, April and May, 1895; October, November and December, 1863; February, 1898; September to December, 1905; January to February, 1906. Address, The University of Chicago Press, Library Department, Chicago, Ill.

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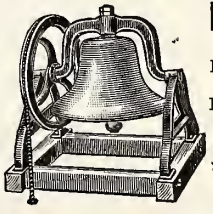
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EDITORIAL NOTES

If we can not get the best now let us use the best we can get and strive for the better.

Dr. Claxton, Commissioner of Education, is an apostle of the present needs in education. Philosopher he may or may not be, but a doer of practical things he *certainly is,* and we need people who do things now, using the best at their command, not waiting for something better, but developing the better by the doing.

And let us remember that the children are here now; that if the kindergarten is to do anything for the little ones of today it must do it quickly. To wait for perfect conditions before establishing kindergartens means the waiting of eternity to many children. It means robbing them of their birthright entire because it cannot be bestowed in full.

During the past two or three years the world has had an object lesson demonstrating the fitness of women for large responsibilities along educational lines by the marked success of Ella Flagg Young, superintendent of Chicago schools, and Grace Strachan, district superintendent of Brooklyn, the apostle of equal pay for equal service regardless of sex. Greater things are predicted for the future.

Why should any one question for a moment the equity of the proposition—"equal pay for equal service, regardless of sex"—yes, regardless of everything. The service determines the value wholly and it alone should fix the price. The example of New York is most wholesome and we trust there will be many followers.

The gracious influence of the Froebelian System of child development is by no means confined to those who have become the direct beneficiaries of its benignity. All departments of education have profited by it. There is probably not a single regular kindergarten in the rural schools proper yet the blessings that have come to the little ones through the use of the gift and occupation material of the kindergarten is incalculable, even when used as "busy work." The trials of "sitting on a hardwood bench" to the child whose previous life has been almost a continuous round of play has been greatly ameliorated by the bright, attractive material and something has been gained. The result of course is by no means a test of the value of the kindergarten, nor need we fear that it will be so considered by people of intelligence anywhere. It is a boon! a blessing! therefore let us be thankful.

Philander P. Claxton, the new Commissioner of Education, has outlined far reaching plans for the work of his bureau in the future, and will ask congress for an appropriation of $250,000 for the present, whereas, heretofore, $80,000 has been the largest amount at the disposal of the U. S. Commissioner of Education. Mr. Claxton says that 65% of the children of America are in rural districts, and will ask for $40,000 to be used in employing experts to study the problems with a view to improving educational conditions there. The N. E. A. at the last meeting appropriated $10,000 for a somewhat similar purpose. It is to be hoped that in all this investigation the needs of children from 5 to 7 years will be carefully considered. They suffer most from the inefficiency of rural schools.

THE SOCIAL SIDE OF THE KINDERGARTEN.

BY JENNY B. MERRILL, PD. D.

Former Supervisor of Kindergartens in Manhattan and the Bronx, New York.

Some years ago in an endeavor to state the fundamental reasons for my belief in the kindergarten I wrote a "Kindergarten Creed."

The first, the very first article of this creed reads:

"I believe that children need each other's society for their highest development."

In the multiplicity of play activities in the kindergarten, in the over-zealous advocacy of "gifts and occupations," in the endeavor to hand on and on a well rounded definite series of "things to do," there has been times of partial forgetfulness of the life to live with each other or in other words, the development of the child's social self.

Notwithstanding this seeming forgetfulness of the importance of the social life of the kindergarten, notwithstanding the fact that it is not written about as frequently as its importance demands, it will be found upon investigation that in the opinion of Froebel himself it is the cornerstone of his system of education.

This is certainly indicated by the motto, "Come let us live with the children," which he gave to mothers and kindergartners.

It is true that this motto was intended to place a needed emphasis upon the relationship of adult life to child life, upon the entrance of the adult into companionship with children for needed guidance, rather than merely the social life of child with child, but it does not exclude the latter.

A bright young mother recently paraphrased this classic motto by advising that we change it to:

"Come, let the children live."

I presume she realizes that the adult sometimes overshadows the child.

It is, however, only the story of the gold and silver shield repeated. There is truth on both sides. Froebel caught a glimpse of both sides of the shield. He knew what the child meant to the child. He also saw the need of adult life entering into the play of children.

"The only child is the spoiled child" is generally regarded as a truism. If any one wants to exercise his sense of pity upon a child, let him find the child whose mother tries to entertain him all day or sends him out alone with a stolid nurse to perambulate the streets or park for hours with instructions that he is not to be allowed to play with other children. I met such a child the other day, a sturdy boy who was clearly angry through and through! I stopped and tried to divert him. His nurse was above the average, but sadly did he need another child.

"He is not allowed to play with other children," was the response I met, and expected.

The danger of physical contagion seems to be one of the chief reasons for keeping the well-to-do child away from his fellows. But the mother's fear seems often to bring to the child these dreaded ills in spite of his isolation, and the losses he suffers from this lack of companionship overbalance the sting of child diseases. Poverty of spirit, poverty of experience, poverty in self-forgetfulness are a few of the serious losses of the child who is socially ostracized, the child who is doomed to play alone.

Child psychology is being written more and more from its social aspects. "We are members one of another" must be learned at an early age. It is quite true that there is an early period of individual living during which the child delights to play alone much of the time. He pulls and kicks, he holds and lets go, he crows and jumps, unable to do much more than take in and experiment upon his physical surroundings, including his own body. Many months do not pass, however, before he recognizes a difference between objects that move of their own volition, as his dog, his cat, the horse trotting by, and those objects, such as his own toys, which he must move himself. He loves changes, he loves motion, he loves to watch things that come and go. He arrives at a peculiar fellowship with animal life which is, in some ways, nearer his own life than that of adult human beings. His ball is his favorite plaything, for is it not almost alive?

Babies, even, seem to recognize other babies as they begin to develop into their social life. They are, as it were, on their own social level. I was visiting in a house recently where a baby boy of eighteen months was playing alone. His aunt arrived bringing his little cousin who was about two years of age. The baby's interest was immediately centered in the little girl, apparently not observing his aunt at all. The whole face of the boy lighted up. He touched the little girl's coat gently; he laughed; he pulled her sleeve; he was radiantly happy in her presence. It was a

beautiful picture to one who could see the dawning social life in these two children, the need of one baby for the other.

Hundreds of mothers have written me asking how to begin kindergarten work in the home, evidently not realizing that it had already begun on just simple lines as the above instance. Their queries related to the hand work of the kindergarten; paper folding, weaving, sewing, and cutting which they were in danger of introducing at too early an age. It does not seem to be fully recognized as a fundamental kindergarten idea that "the child needs the child," more than he needs even toys, or the hand work of the kindergarten. Balls and blocks are essential to the child's early education, but I wish indeed that every one interested in the growth and recent developments of the kindergarten could be made to fully believe that in many kindergartens where a paper-weaving mat, a sewing card, and a pricking needle have never been seen, hundreds of children are being taught by means of the games and social life of this child-garden to live in brotherly companionship and are in process of training for future citizenship.

Why is the kindergarten so fundamentally necessary a part of every child's education?

I maintain that it is not because of its hand work, mainly, but because of its social function in bringing little children together where they learn to forget themselves and their possibly selfish ways and enter, little by little, into the life of a small, embryonic community. This is the secret of children's often marvelously good behavior in kindergarten. It is not that they are entertained or charmed into goodness.

The home fills this social need in the community life of the child, in part, if there are brothers and sisters, cousins, and little friends admitted freely to the child's playroom during the first four years or possibly five. Normal children have, by the beginning of the sixth year, begun to break away from the home environment, or to need other social experiences than those of their home life.

In some of our states the school-entrance age is still set at five years. The need of more occupation than the home can supply has led many a mother to send her little child to school at this early age. In the city of New York in 1890 there were in one primary school thousands of children only five years old and some a few months younger, sitting in constrained positions at desks for twice the length of time that children of that age are now kept in our kindergartens. Where there was a kind, understanding teacher, many children loved even this school life because of its socializing pleasures. They enjoyed just the fact of seeing each other every day. They loved to meet each other for a few moment's romp in the stone-paved, dingy school yard at recess time. They loved to sing and march and clap together. They loved just to be together, and they loved the daily going out into the street side by side when the school day was ended, and the return to mother. At present these social advantages are enjoyed in thousands of free kindergartens, but the injurious lessons in reading and writing so detrimental to children's eyes are put off for a year. When we have grown still wiser, they will be put off even longer.

What are the social advantages that the kindergarten offers to the five-year-old child above his home and school life?

In the first place, the kindergarten offers the child a gradual transition from the home life to school life, which is surely desirable.

The kindergarten insists upon smaller numbers than the school allows. There is a danger creeping in here, especially in mission kindergartens. The custom of claiming unnecessarily large room and insisting upon two kindergartners working together has led to an evil in the life of the kindergarten, worse even than the mat or much decried sewing card. This evil lies in the crowding of tables and of the story circle. The long line of march and the necessity of too rigid discipline follows such crowded conditions and must be avoided or the best social features of the kindergarten are lost.

The mission kindergarten and the kindergarten connected with the day nursery admit children young enough to play undirected much of the time or in groups of two or three. In one of our New York kindergartens groups of four, five, and six children often play and work together. In this way social life and the "living-together" spirit can best be observed and guided by the intelligent kindergartner. A child who has the ability to lead or organize a game or play can be more quickly detected and encouraged.

It is difficult to lead a few primary teachers and, now and then, a superintendent to realize that we are rousing the kindergarten child to activity for social purposes. It is easy to suppress children, to drill, to train

them—and perhaps these methods are necessary in the crowded schoolroom. But in the well-conducted kindergarten, the children govern themselves.

The genuinely social life of the kindergarten leads the child to an intelligent giving up of himself. It leads him to yield his lower desires, to gratify higher ones. I do not claim that this is consciously done, but it is learned by practice.

Community life such as that given the kindergarten child enlarges human relationships at a time when they need enlargement, at a time when the young child needs to find equals or "near equals." His efforts to find his social level provide him with the right moral atmosphere. He learns to respect the rights of others. He alternates as leader and follower. He is allowed to choose at times, but must also give way to the choice of the majority in a game.

The instinct to imitate makes it easier for the kindergarten child to conform to rules than if he were not helped by the modifying stimulus of other children's presence and opinions. Public opinion may govern the child to a great extent even at this early age. He feels the force of the example of a company of good children. He feels the spirit of the jingle as he sings lustily with the others:

"We all sit still together.
We'll all stand up together."

If he were not to use his hands at all during a term of kindergarten, the child who has learned through story, song, and game to love his neighbor, to control himself, and to be helpful will have gone a long way on the road to future usefulness as a member of his family and of the community.—The Mother's Magazine, Elgin, Ill.

The human race is divided into two classes —those who go ahead and do something, and those who sit still and inquire, "Why wasn't it done the other way?"—Oliver Wendell Holmes.

Life is so short for us all; let us make the most of it for ourselves and for each other.—Sir Walter Besant.

If every child was brought up right, wickedness would cease from the face of the earth. —Ennis Richmond.

THE NATIONAL CHILD WELFARE CONFERENCE; ITS WORK AND ITS RELATIONS TO CHILD STUDY.

G. STANLEY HILL
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Child study has now so many departments —medical, hygienic, criminological, legal, religious, pedagogic, linguistic, social, and the rest—its literature is so vast, and the academic chairs and journals and sciences devoted to it are so numerous, that no one can master all its fields. Specialization in it is already well advanced. It has a great and growing influence upon education and the list of reforms in method, matter, buildings, hour-plans, text-books, and ideals that now stands to its credit, is a long and noble one. Indeed, it is not too much today to say that in every educational problem he who tells us authoritatively what the nature of the child requires speaks the final word. Nothing in the history of education has contributed so much to make teaching professional and scientific. Profound as all this influence has been, it has been from the start silent and spontaneous. Now, however, we are organizing a more active and aggressive campaign to extend the application of its results and its influence outside the school proper to the thousands of child-welfare institutions which Dr. Theodate L. Smith, of Clark University, has tried to classify into eighty or ninety species, of which the following ten are the genera, viz., institutions for defectives, delinquents, dependents, those that deal with health and disease, morals and religion, protection, recreation, sex, motherhood and eugenics, and general. Our Child Welfare Conference which held its second annual five-day meeting last week aims to unite all these into a national organization in order to secure the same advantages of co-operation, avoidance of duplication, the closing of gaps, enhanced efficiency, etc., that the Associated Charities have gained by co-ordinating local relief work. Our program is first local, to bring all child-welfare agencies outside the school in each city together so that they may know each other's work, catch each other's spirit, profit by each other's experience, and impress the community more strongly. We wish them to effect state, and last of all, a national organization of organizations with perhaps a head or a central bureau at Washington, for the conservation of American Childhood, which is the most precious of all our national resources

and indeed of all earthly treasures. This federal bureau ought ultimately to be represented in the President's cabinet and rank with the departments of state, agriculture, the navy and the rest, and should eventually include education as well as all the agencies connected with child labor, hygiene, relief, delinquency, juvenile courts, and all the other above-mentioned scores of organized interests of the rising generation, always including eugenics. The practical ends aimed at are the following:

1. All social workers and all heads of institutions caring for dependent or delinquent children and their helpers should have special training for their work. Child philanthropists, too, need to know children better and draw upon all this fund of paidology. The work of all these institutions could be better done and every dollar contributed by patrons would have enhanced value by training of this sort. There are no more devoted friends of children than they, but to the high virtue that prompts to their work they should now add science for the sake of the children, not to mention their own interests. Slogan I. No worker for exceptional children untrained for his or her work.

II. From 1 to 3 per cent. of the children of the land, hundreds of thousands in number, who are defective, dependent, or delinquent should be studied. We now spend nearly $1,000,000 yearly upon classes of the population, old and young, that are a fearful drag upon the advancement of civilization. If a new pestilence were to break out that did damage of this magnitude, we should turn every available agency to the work of investigating causes and cures and should not be content with merely ameliorating present conditions. This last field of observation is now very inadequately utilized for the permanent lightening of this heavy national burden. Experts in every such institution should work together systematically to draw lessons from this field, so ripe in harvest, and where the scientific wastage is too incalculable. The end should be prevention even more than cure. Every child publicly cared for should be systematically tested, his hereditary and personal history laid under tribute for the good of others and for that of science. This work, too, is already well begun in certain favored localities. Slogan II. No exceptional child unstudied—each must teach us all the lessons in it.

III. In every institution for the training of teachers, some special course should be given in order that they may get and keep in touch with every child-welfare agency outside the school in their community. We urge, too, that all upper-grade pupils be informed of the work for dependent, delinquent, and defective classes in their vicinity as part of their education for citizenship and also that every teacher of child study and every pedagogical department in normal schools, colleges, and universities conduct extension work in this field and make systematic surveys of all child-helping agencies about them with the double purpose of learning and helping. We have found it profitable to assign topics in this field for thesis work and also to organize a series of committees of citizens to advance local playgrounds, promote better probation work, improve the milk supply for babies during the fatal hot months, to promote school gardens, vocational training to help dependents and the neglected school hygiene, theaters, festivals, recreations, etc. It is to this great and new task to which we students of children feel called and are now applying ourselves that we invite your good will and if possible, your active co-operation in your several fields of labor. We believe the time has come to unite on the one hand all experts in paidology and practical agencies, to put what we know to work and to utilize children in institutions in every way for our science, which now has so much to say not only on juvenile vice and crime and pediatrics, on nursing, feeding, and dress of infants and children, their contagious diseases, games, habituation, vocations, social activities, adolescence, the psychology of poverty, criminal legislation, the child's relation to nature and to the city, on arrested development, truancy, gymnasia, bathing, prostitution, story-telling, but even has something new and great to tell concerning wedlock and race suicide. So our third slogan is: Teach this applied child study everywhere from the high grammar grades up, put it to work for the charities, as college and university extension work.

Let me now tab off a few of the specific contributions which the larger child study has made toward better knowledge and treatment of some of these classes, altho each of the following points needs a chapter or an hour:

1. No one is qualified to deal with boys in groups who does not know and has not pondered the studies of the gang which con-

stitutes a unique and integral part of genetic social psychology. This the judge of the juvenile court, the probation and truant officers, heads of boys' clubs, or adult improved or controlled organizations of boys for religious, moral, and other ends, and those interested in school self-government should know by heart. A large fraction of all juvenile delinquencies are due to the gang spirit which is of course that of the savage tribe. The reformer here has succeeded in proportion as he knows enough to become a true member and leader of the gang, for even members of such organizations as the Junior Endeavorers, Knights of King Arthur, etc., are in boy language members of God's gang, or of the church gang. Gang psychology is the master key to juvenile crime.

2. Purity workers of all kinds must know the genetic psychology of sex or they can never cope with the gigantic evil of vice of which this is the key. Would that I had time to point out the positive injury done by well-meaning ignorance here, the harm done by those who strive to help. Nowhere have our ideas undergone such sudden enlargement and transformation in recent years as in this domain concerning the age of greatest danger, the predisposing and active causes, the modes of cure, the nature and consequences of error, etc. We can now detect several of the roots of sex aberration in the infant in arms and a group of others in the child before school age. We know, thanks to the Freud School, the peculiar and hitherto unsuspected vulnerability of the years from eight to ten. We can appreciate the great significance of physiological age. We know from special studies something of the magnitude of this generally hidden evil in school and college and our ideas of self-abuse and of gonorrhea have undergone great change, while the effects of the social evil and the methods of moral prophylaxis are now revealed in a new light. Here lie the roots of nearly all the psychoses of later life and of many of the elements that Emmanuelists and mind-curists have reached. The time is at hand when these topics and eugenics will be taught in the schools, but here, if anywhere, every worker must have special training and should earn a certificate before being permitted to enter this field.

3. The nature of the transforming era of adolescence, as it is now understood, is changing our ideas and methods of education at this age in home, school, and church and in all special and private institutions for exceptional youth. Over the door of every such institution should be written, "Let not him or her who knows not the laws and facts of adolescence enter here." It is in many respects the most plastic and vulnerable of all ages, easiest helped by those who know it and easiest harmed by those who know it not. How harmful the moral or physical trainer, or the Sunday-school teacher of youth who does not understand it, and what a blessing are those true shepherds who can penetrate to the secret soul of the budding girl or the boy in the awkward age!

4. At least 1 per cent., or some one hundred and seventy thousand American children of school age, are subnormal or in some way arrested, altho only a small percentage of these come into institutions. I need only refer to the clinical work for this class lately done by Witmer at Philadelphia, Goddard at Vineland, Healey and Macmillan at Chicago, Chase and O'Connor at Clark, and others in this country. Their achievements constitute one of the most brilliant chapters of psychology applied with the most beneficent practical results. Here we have an almost ideal relation. These children are being studied more thoroly than any other class ever were and they are adding much to our knowledge so that they are at the same time material for research and are being helped themselves by being segregated in special classes or schools and given the special individual care they need. Standards of ability, physical and mental, are being established for each age, on which we can grade subnormality, and a wealth of data for heredity is also being slowly accumulated. Thus, it is no longer sufficient to herd and care for these unfortunates. Each such child is a class by himself and must be specifically studied by the expert methods now being evolved; and nowhere has pedagogic genius and inventiveness accomplished better results.

5. Again, take playgrounds, games, and toys. How grossly ignorant and negligent we were a few years ago until various studies of childhood showed that in play children both practice and train themselves for future vocations and what is still more important, are rehearsing many, if not most, of the practical activities and vocations of the race thru its ancient phyletic history! So, in right play-teaching we are working in the very depths and not in the shallows of the soul. Thus we woke up to the fact that many city children

did not know half a dozen of the scores or hundreds of plays and games they should and had no place to play in. We realized that if the boy without a plyground did not make the man without the job, he was at any rate dwarfed and distorted, if not a half-evolved being. The present magnificent playground movement is a direct product of the better knowledge of the nature and needs of the child. With what we are now learning of the psychology of toys, it is easy to predict a new dispensation impending in this field, too, when play material shall come to its rights.

6. The work of the Story-Tellers' League, library and other story-telling represent a contemporary revival of the antique method of education which was universal, for once all education was story-telling. Here pedagogic psychology has much to teach that would render this work more effective and intelligent concerning not only the history of the art from the Homeridæ down, the nature of tradition, the advantages of oral-ear over the later long-circuited tract of the eye that reads and the hand that writes, but its best and surest teachings concern the nature of the story material and the kind of tale that knits up the very brain itself into a better-organized unity. Concerning the most vital point of matter, the modern story-teller is usually singularly and pathetically astray. While children do not want a tale with a too direct or obvious moral, every story should bear essentially upon conduct and form sentiment. It should be an instrument and every story-teller should be able to stand and answer as to what he expects to do and to accomplish with each tale. The school canon of stories should include only the best classics, standard works which introduce the child into the very best things in Greek, mediæval, and other material which have shaped the masterpieces of literature, the tales of Troy, of the Greek dramatists, of Reynard the Fox and animal legends, the Niebelungen and Arthuriad groups, the wandering Jew, Bible, some of Shakespeare, etc. Story-tellers are too prone to strive for entertainment only and be content to amuse, to have little idea of real edification or even what it means; and here the natural corrective lies in the history of their art and in the better knowledge of the nature of childhood. Until this reform is effected, story-telling will never take the place it deserves in our educational system.

7. The big-brother movement is in great need of pedagogic psychogenetic explication. Its history and its motivation date back to Plato who held that it was a shame to any boy not to have an older mentor, hero, inspirer, and that it was a disgrace to a young man not to make himself a special ideal or spiritual father of a younger boy. This principle has a long special ideal or spiritual father of a younger boy. This principle has a long history from the apprenticeship to the fatherland to apprenticeship to a trade. It has other outcrops in a system of the personal advisers lately in use in many high schools and colleges of this country, in the ancient method of fagging, or initiation, of the control and hazing of freshmen and all the manifold monitorial care of younger by older children and youth. Indeed, this is one of the ideal types of friendship and prompts the mentor to always be at his best as a pattern-setter to his ward. As a godfather or guardian, or quasi—or supplementary parent to boys or girls, older youth are themselves given great and new reinforcements to mental and moral progress.

8. At the opposite extreme, we have the psychology of orphans which shows what fatherhood and motherhood mean by their loss, and here belong sad lessons of parental cruelty and abuse, the effects of disharmony between the parents and divorce, also the effects of institutionalization compared with the placing-out system. Defective parenthood has many outcrops from inability and unwillingness to nurse, which is absolutely necessary to complete motherhood and the failure to do which always involves other parental defects to the problem of the duties of unwed mothers toward their children and problem of foundling asylums with their fearful mortality. Shall we rehabilitate these unfortunate mothers at the expense of their children, or shall we teach them to face the shame, retain their children, and develop them and themselves? Shall our agency content itself with trying to secure marriage or support from the fathers? Upon all these problems genetic psychology has distinct new light to shed which will make every agency here more effective.

This list of things genetic psychology is now able and willing to do for child workers might be greatly extended were there time, and this survey is of course extremely inadequate.

But let me in closing touch more briefly a few of the challenging questions now put up to the psychologist by the practical workers

in fields where we have more to learn from them than to teach them, to some of which problems we are still, tho not to our credit, rather dumb. Here it behooves us to listen, ponder, go to work and feel ourselves put on our mettle and more or less at fault till we can say some authoritative word. For instance, how shall we treat young girls in reformatories who have gone wrong and are so prone to relapse to vice as soon as they get out? Our present methods are inadequate and radical reconstructions are now needed for this very unique class to whose nature and needs we cannot reason from another class. We want to make these studies and to send our experts to these institutions. Again, how shall we balance up the pros and cons between those who would raise the age of consent and those who deem it already in many places too high? Once more, child labor has its advantages as well as its abuses. How shall we foot up this account for different industries, ages, communities, social classes, etc. Again, what shall we do for high-grade idiot girls who can just support themselves outside institutions but are prone to be the victims of scoundrels and mothers of human spawn of degenerates? Shall we keep them always sequestered or tubo-ligature them and let them loose, or what? And the same in modified terms for young male imbeciles of this grade. Again, how can we reconstruct the juvenile court, the success of which as at present organized seems now hanging in the balance, for it is in most places too much like an adult tribunal with sworn witnesses, publicity, jury, habeas corpus, appeal, when it should be based on pure equity principles and so organized that it can work well as a system and without being so dependent on the personality of the judge, who of course ought to be an ideal father for all the delinquent boys in his bailiwick, altho this requires a supply of genius which we cannot rely upon? Again, how can we eliminate the evils of the placing-out system which has spread so fast and far that, altho statistical data concerning its success are lacking, we are beginning to hear serious reports of its evils in the way of spreading moral infection and of manifold bad relations between adopted and natural children. What are the facts about the appalling mortality and morbidity of foundling asylums and how can both be reduced? How can we extend the educative influence of moving pictures which have greater pedagogic possibilities than any invention since printing and how can we reduce their present dangers to eyes and morals? But such questions are legion and I must close. Here child psychology has a vast and to a great extent newly opened field for applying what it knows and for learning more, and here all child helpers can greatly increase the intelligence and the efficiency of their work by coming in contact with the rich store of facts and principles for which this section stands and which we in a sense hold in trust as its custodians. Here we must have a new and vital bond between knowing and doing, for the two in many fields are yet sadly isolated. The National Child Welfare Conference is a forum where genetic psychologists work for the exceptional child, get together and put mutual questions, report results and pool their knowledge for mutual benefit. Our motto always is that the cause of the child is the most precious of all the world's causes because it controls the future.

HOW EVERY SCHOOL MAY BE A CHILD WELFARE CONFERENCE.

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(Synopsis)

Out-of-school conferences on child welfare can be successful only as they effect conferences on child welfare within the school and between school teachers and parents.

Because the majority of our twenty million school children are in small cities and rural districts, they are certain not to be fundamentally benefitted by any conference that does not center in the schools. The same energy which an outside agency will spend in getting data for one thousand children, will interest one thousand principals in securing more complete data for five hundred thousand children.

The teacher whose pupils present to her one hundred and ninety days each year the best index of how thirty to fifty families live, can accomplish more than an out-of-school conference where one hundred and ninety people listen to a lecture and adjourn to meet again another day.

In New York City there are two hundred and thirty members of local school boards charged with the duty to learn about school progress, sanitary conditions, and teaching efficiency of schools which are supposed to

minister to nearly eight hundred thousand children. Systematically for years effort has been made to prevent these local board members from knowing the essential facts about school progress and school problems. Snubbed and almost reviled, this asset has been lost to New York City, tho potentially more valuable than any national conference. As a consequence no one can tell the parents of New York why two hundred thousand children have failed of promotion this school year, why there is a difference of one hundred thousand between net enrollment and average register, whether the part-time day, which New York City is spending millions to abolish, is better for the child than the full-time day, or why public imagination and sense of duty are focused upon giving out-of-door fresh air to a handful of children while neglecting to consider physical and mental breakdown, due to lack of out-of-door fresh air for hundreds of thousands.

To make every school a child-welfare conference, the supreme need at the present time is a demand on the part of the national and state bureaus of education for essential information as to the welfare of each teacher's pupils.

A WRITER in *Primary Education* says: "The Kindergartner must visit as often as possible the primary room which is to receive her pupils next year to see what is needed in order to offer that which she herself knows so well and which she *forgets is still a mystery* to the primary teacher whose training has not included kindergarten methods." *"Still a Mystery!"* That is the trouble. We forget that kindergarten principles and methods are still a mystery to the great rank and file of the teaching force in America. We are concerned about the new problems and developments before us and forget that these teachers will not be interested in kindergarten methods unless they understand them and to understand them, they must begin where we began ten, fifteen, twenty years ago. Let us endeavor to dispel the mystery, for to understand is to approve.

Every school that fails to train its pupils in both morals and manners is remiss in its duty and false to its opportunity.—Educator Journal.

THE KINDERGARTEN OUT OF DOORS: GARDENS.

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Lord Bacon says:

God Almighty first planted a garden, and, indeed, it is the purest of human pleasures. It is the greatest refreshment to the spirits of man, without which buildings and palaces are but gross handiworks. And a man shall ever see that when ages grow to civility and elegance, men come to build stately, sooner than to garden finely. As if gardening were the greater perfection. I do hold it in the royal ordering of gardens there ought to be gardens for all the months in the year, in which severally things of beauty may be there in season.

"God Almighty first planted a garden"; and it was in the garden that man first began. Yet though man was obliged to leave this garden, the garden instinct did not leave man; and, as our first parents turned with longing eyes and looked back, so, throughout the ages, that longing is ever present. It is doubtless true that conditions and experiences may dim the longing in the adult; but the little child, or growing boy or girl, has this undeveloped instinct to get nearer to the heart of nature.

It was an appreciation of the prime importance of this instinct that led Froebel to plan a garden, where each child should have his own plot of ground, and a share in another reserved for united work by all, as a part of his wonderful system of education; and happily and significantly he called it his "kindergarten"; thus doing, he made the garden one of the essential parts of his great system.

It is surprising that educators throughout our country have been so slow to recognize this valuable adjunct to the regular curriculum. We read that the pioneer work in this movement was started by the German States as early as 1814. Yet only since 1895 has England included "cottage gardening" as an optional study for boys; and the United States has been equally tardy. I believe Massachusetts, the state of good schools and good roads, had the first school garden, in Roxbury, in 1891. New York did not become vitally interested until 1902, when Mrs. Henry Parsons converted an empty lot, which had been used as a tenement dumping-ground, into "The Children's School Farm."

But the work has prospered. We may rejoice that in eight years interest in it has grown so that, at present, school gardens brighten the lives of hundreds of our children in the public and vacation schools, and in the settlements. So popular is the work that Mrs. Parsons' son, Henry Griscom Parsons, has a class at the New York University for training teachers in the "art of gardening." We read of the work in Chicago, Cleveland, Philadelphia, in many of the Western states, and in New England, where school gardens have not only attained a high degree of excellence, but are recognized as a most important part of the educational system. The seed is sown and the garden is growing. When the little children of today are the men and women of tomorrow we shall see the fruit.

What the fruit will be, we may easily surmise. The longer we keep the child in the garden, and the stronger we make him, the longer we can keep him from the cramping influences of the worldly pursuits of his later life. Happy are the little men and women of the tenements, who may be brought into this little Eden and smell the flowers of Paradise. And happy too the children of the country, who have eyes but see not, to whom familiarity has made nature stale—happy will they be when their eyes are opened to see, and their minds stimulated to appreciate, not only what is in the garden, but what is in our beautiful world. So there is work to do.

It should not be by the hand of man that the gates should be closed to these little ones who have not tasted of the tree of knowledge. On the contrary, it is the duty of all to whom little ones are given, to see that ignorance, prejudice, and indifference are thrust aside, and that the little child is given the opportunity to get close to the mother of us all. And why? Let me tell you one of many significant stories.

In the city of Brooklyn a few years ago, a young woman was assigned to a kindergarten in one of the most depraved parts of the city, crowded with dirty tenements, built of wood, filled with numberless families. The outlook from the kindergarten rooms was over back yards where ashes, tin cans, bottles, filth, and rubbish of every kind were lodged. The young kindergartner began with a window box; then she interested the janitor and then a few parents; and at length she had a tiny garden in the back yard of the school. And that is not all. By patient, painstaking work, visiting in the homes and doing a little at a time, this young woman has been able not only to have a beautiful garden connected with her kindergarten, but she has managed to convert those filthy back yards into gardens that delight the eye and uplift the soul. She tells me that, although the people of the neighborhood are exceedingly poor, their interest in the school garden and in their own is so great that she scarcely expresses a wish for some necessity or even what might be termed a luxury for the garden, but the parents, with combined effort, see that she gets it.

Now this is more than the story of the planting of a garden. It is a story of Froebel's kindergarten for grown children. It is the story of the sweeping-away of the ashes, the rubbish, the filth of the entire community, the tearing-down of the veil of conditions and circumstances, and the bringing into light of that old garden spirit that our first ancestors knew when they loved the simple and the good. It is this love of the simple and the good that the garden develops in the child. He tills the ground. He plants the seed. He fosters it with loving care. He watches it spring into life and come into sturdy growth. And for his reward he sees it bear fruit and flower. No child can do this thing without knowing full well what he means when he sings, "My heart is God's little garden."

And furthermore, no child can do this thing without realizing that his garden is not only for himself, but that there are other gardens besides his own, and that in the places where there are no gardens it is for him to plant them. For

It is everybody's business
  In this great world of ours
To pull out all the weeds they find,
  And make room for the flowers;
So that every little garden
  No matter where it lies,
Shall be like one that God made,
  And called it Paradise.

II. THE KINDERGARTEN OUT OF DOORS: WALKS AND EXCURSIONS.

MRS. ALMA OLIVER WARE
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We kindergartners have learned that in the big circle of life every segment has its value,

and who can say but what that of early childhood is the rainbow of prophecy as to what all the future life may be? In fact, all future educational life is but the unfolding or rounding out from the fundamental notions and experiences received in some germinal form at this period.

The most impressionable time in the child's whole existence is when he is from four to six years of age, just the period when the kindergarten claims him. These early impressions are the germs from which spring all later thought-activities, and however much they may be modified by future experience, they ever remain "the fountain light of all his day." The observations in early life, particular kinds of observations and many of them, will largely determine the quality and strength of the child's mental capacity later on. The quality of thought is influenced by that which remains in the mind; and strength by the vividness of that which has been observed or its direct appeal to his interest.

There are double doors to the child's consciousness. While impressions are surging in, if that were all, our task would seem an easy one indeed; but in the wonderful working of that much-discussed self-activity, outward swings the door and forth springs an impulse propelled by an instinct which has gained the accumulated strength of many successive generations. On the threshold impulse meets impression and ever they work hand in hand: heredity and environment. These are the two great forces that make or mar the young life. It is our task, O kindergartner, so to adjust the weight of each as to secure the happy equilibrium. We attempt it by giving such environment as will stimulate the best reaction to the impulse, knowing for the unfolding life that each time we do this we increase the possibility of its becoming habitual.

What are some of the strong old instincts which ripen at this kindergarten age? Ever since the early birth of a self, when our ancestors in an unconscious effort to express individuality reached out to grasp for themselves the apple of knowledge, has each succeeding generation exhibited a similar investigative tendency.

Thru the inherited knowledge which has come to us as the result of successive stages of experience, we begin to see that the investigation is legitimate and wholesome if guided in the right direction. In the kindergarten the consideration of investigation must be a preponderance on the side of environment or the value of "sense-perception." This seems carrying coals to Newcastle, as we have carefully studied that dominant word which stands as the keynote to Pestalozzi's method of instruction, but if we hold to this fundamental and add to it the leaven of Froebel's "self-activity," we will have the full loaf of "apperceptive mass" which is the child's most valuable asset when he enters the grade work, and the teacher in the grades finds it uphill work without it. This, I believe, is our contribution to the educational life of the child: not what we teach him, but what we help him to find and store away as a basis for future thought. His own self-activity makes him an explorer, but we influence its direction and at this stage the wisest teaching that we can do is that of opening the right gate just at the auspicious moment. Last summer after our Denver meeting I journeyed over the great Rocky Mountain Ridge and rested on the other side at a beautiful ranch in a valley near Glenwood Springs. Here I saw a strong illustration of this idea in the method of irrigating the cherry orchards and alfalfa fields. A bold natural stream came dashing down the well-worn hollow in the mountainside, making its rapid way to Grand River, but gates were closed or opened which turned that mountain stream into such directions as would gain the most desirable results for the future productivity of the mother earth of which it was a part. That mountain stream symbolized the instinct of the child and its eager, onward rushing, the child's impulsive acts—shall we allow the bold stream of investigation to rush unguided on its way or direct its course to where the result will be a rich harvest of food for future thoughts?

This I take to be the educational value of the walks and excursions of the kindergarten. Do not for one moment think that I am overlooking the purely physical benefits accruing from the exercise in the open air, but that is a foregone conclusion and must be so accepted at every step in this discussion.

We must help the young explorer to go in the right direction. Every mother and teacher knows what I mean and could give us many examples of a wrong expression of this instinct because at the critical period of its maturity there was lacking the wholesome stimuli.

What does the grade teacher wish as mental content when she substitutes textbooks for things? She immediately begins to find

what sorts of images the child has already formed—for abstract thinking is the work of the imagination, and though the imagination is a wonderful magician, it works in a perfectly scientific way and can no more build up finished conclusions out of nothing, than dreaming of millions could give you your daily bread.

No one can fully estimate the working value in education of good, clear images. And this again is our opportunity: to go with the child to where his investigative instinct can gain such images as will be clear and strong and of the right sort, thus forming a storehouse from which the succeeding years may draw and upon which the whole structure of education may be started and evolved from gaining in clarity of concept with each succeeding stage, for images change in quality. We walk to the park or to the open square, perhaps to the lake-front or to the seashore; it may be there's a hay-ride to some distant country house, some day a street-car ride with a picnic at the end. If you had asked me fifteen years ago what was the purpose of all this, I should no doubt have answered promptly that the outing brought relief from the tedium of the schoolroom and helped us in our work of illustration next day. This is still true, but there is more.

The kindergarten works no more in an isolated way, but while seeking to do its part as seems best for the immediate stage of the child, yet works with a knowledge of what is its obligation to the stage that is to follow. "The intelligent, co-operative kindergartner," says Dr. Dewey, "works not *in* the grades but *for* the grades." And yet we sometimes find the kindergartner floundering in her unintelligent effort to put the cart before the horse.

The child sees that which touches his own personal experience, or which may be interpreted through the light of his own experimental life. It is very different when he has an image and we attempt to clarify the concept about it. We had better be careful lest our own be a little hazy or vague, like that of the young lady who was endeavoring to have her group of children understand the colors of the rainbow. She had learned them very correctly in textbook order and stepping to the blackboard drew a small down-swinging crescent. An assistant gasped, which so strongly suggested alarm that the question was asked, "What is wrong?" The arch was then drawn with the white chalk and then the colored crayon applied in short sections *transversely,* first red, working to two or three inches, then orange and so on. She had not walked with open eyes but was teaching altogether from text-books, when one good, clear image may be the basis for many textbooks. She, like Mr. Bradley Headstone in Dickens' *Mutual Friend,* "had acquired *mechanically* a great deal of teacher's knowledge."

Don't you think that we oftentimes forget the stage of the child and expect him to see as we see? In a kindergarten which I knew, the kindergartner and children went out for a walk to the lake-front, and much care was taken to help the children to see "far away on the water to where the sky seemed to meet the lake," hoping that they would be able next day to paint sky and water showing horizon-line. Next day when the time came for the representation of the scene one little lisping fellow of less than five years stolidly refused to take the brush and "paint from left to right above and below the pencil line" placed there by the kindergartner. The young lady asked him if he remembered the walk to the lake. "Yeth," he answered. "Then didn't you stand with us and look out far over the water?" No answer came and in despair she said, "Well, Robert, how *have* you seen the lake?" "Wite and nathty, where my papa let me paddle my toes in it." He was given the brush, the paint box and water, and allowed to paint the thing as he saw it and it is needless to add that he painted no horizon line, but he made it "wite" and frothy as the waves ripple upon the shore. This reminds me of the great Turner. When an old man, and critics had attacked his "Storm," Ruskin heard him muttering, "Soapsuds and whitewash, say they. What would they have? I wonder what they think the sea is like. *They should have been in it.*"

As has been suggested, the kindergarten age is one of image-making and getting acquainted with the world outside, bounded by no horizon-line as yet. How well I can recall my early school days; no walks to see the new buds on the trees, no hunting for first birds in the spring, no guided tramps to the lake and stream, but day after day books, a desk, and a bench, until as Richard Hovey says, "one grew sick of four walls and a ceiling." That was at five years of age, and when at seven the teacher wished me to understand a lake she poured a glass of water on the schoolroom floor, but even today my

image is of the spreading water with the floating dust-particles which had to be wiped up. The country child who had to walk a mile, or maybe two, to the country schoolhouse had every advantage. He overcame distance, felt space-freedom, saw complete processes in the woods and homes about him, his images were strong and clear of field, forest, and animal life—the tendency to explore, to investigate, found and worked upon nature's own material where every suggestion was to construction rather than destruction, as is the case where our city children are given everything "ready made." Our kindergarten in America is a modern city institution and a part of that complex civilization where child life is very often most unchildlike.

The kindergarten walk begins the habit of going with a purpose, seeking for something that the teacher feels quite sure will be found and that will satisfy some need of the child. The teacher should prepare as carefully for the walk or excursion of the kindergarten children as she prepares her story or other work of the morning. Once when we were talking about the farmer and his animals, the children were asked to tell what they knew about the cow. One boy said, "I know how to get the milk, for I saw a cow at Coney Island, and the man just pressed the button, *so,* and filled my cup," a patent arrangement like the soda fount. Very soon we had an excursion to where the children could see "real" cows and the discussions which followed were delightfully alive. When those children are ten years of age they will not ask, as a boy did of a farmer, "Don't you have to buy a great deal of gum for all those cows to be chewing?"

One of the strong influences of the outdoor walk on the eager, impressionable mind of the child is the development of a sense of space-freedom. It is impossible to expect free expression of mind or hand from children who live in cramped homes, in dwarfed domestic atmosphere, with no outlook but on chimneys or nearby walls. It has been said that the only way to secure free activity with blind children is to have them play in a large field where there is not a single obstruction, and that after a time they cease that pathetic appeal of the outstretched arm which we usually expect to see in them. If the sense of the space-freedom removes fear and gives free expression to these little ones, its value should be proportionately more to the normal child whose vision goes far afield. It is well known that our largest images are of the sea and the mountains; the one guides the vision out and far away over the broad and limitless deep, while the other has lines which if followed lead up, up—who knows where the imagination may take one? We have not taken enough thought of this sense of space-freedom; we have too often been satisfied to go out on the school playground with its fine but adult appliances. This is good, having a most valuable function to perform, but cannot do for the little ones by way of enlargement of primal impressions what the stretch of grass, the tall trees, or the flight of birds will do. Freedom of hand comes from freedom of thought and this is a result of larger vision out of an awakened and enlarged sense of space-freedom.

Our writing supervisors, our drawing teachers all urge freedom of hand with the use of the larger muscles; we help them when we give our kindergarten children such images out of a free environment as will stimulate to freedom of expression. In a certain kindergarten I found the director struggling to carry out my recent suggestion to secure more blackboard expression from the children. She was justifiably disappointed with the cramped, almost invisible, result. Upon inquiry I learned that in that school there never had been a walk or excursion.

There is a fine opportunity after an excursion for blackboard work so little used by most kindergartners. Too frequently there is a finely executed picture put upon the blackboard, perhaps by the art teacher, and left for weeks. There is no objection to that picture, but it serves its purpose in two or three days and should not be considered permanent. I have found that the drawing by the children during the morning circle is also a fine opportunity to secure true criticism from each other, and they learn to meet public opinion.

But impression alone is not educative, there must be interaction; the manner in which investigation is directed toward securing right results and the training toward free but sincere accurate expression, however simple it may be, will be our task.

In view of the child's future social development and knowing that as soon as he comes to kindergarten he is learning of an institution other than home, his interests are broadening and he feels relationships with the out-

side world of society as well as that of nature; do our walks and excursions meet this? Not by going around the corner that he may see horseshoes at the blacksmith shop only to draw better horseshoes the next day, but that he may feel his kinship with the worker, may see the cold, stiff, unyielding iron serve man's purpose through action of the wonderful forge fire. He feels the might and skill of the worker, respect follows, and a vague awakening of desire to do strong, skillful work. Anything that stimulates respect for good workmanship increases the possibility of better work, even in kindergarten, and it is just here that habits begin of effort to accomplish, and accuracy in the doing. The results are clear and forceful from thus coming into direct relationships, interest is aroused which can be turned into an immediate wholesome channel. Fear of others makes one a coward, but respect and admiration for the deeds of another breed self-respect and stimulation.

Stories and pictures are valuable aids in teaching children of their relationships, but they can never wholly take the place of first-hand impression or experience. Never would a pictured sand-pile give to the children more than a suggestion of its possibilities, while no one can tell the suggestiveness of the real experience with one. In the same way there comes to the child's social nature through the walks and excursions that which nothing else can supply.

The walk or excursion brings the child into immediate relationship with the larger world of nature, the broader view of society, meeting his out-reaching interests and stimulating his innate desire to do.

In summing up, let me say that the walks and excursions stimulate investigation which is the dynamic factor in education; give opportunity for clear images which are the concrete foundation of thought-activities; and put the child into closer relationship with society, thereby broadening his interests and meeting the development of his institutional nature.

The ends of culture, truly conceived, are best attained by forgetting culture and aiming higher.—J. C. Sharp.

Men are seldom more innocently employed than when they are honestly making money. —Samuel Johnson.

THE UNIVERSITY AND THE KINDERGARTEN

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The kindergarten and the university occupy the two extreme positions in our system of education. The one begins and the other finishes the formal attempt to prepare the child for the world in which he is to live. Whatever may have been the causes which have contributed to making the relationships between the kindergarten and the university what they are, the fact remains that these elements of the school system stand too far apart for the best interests of the kindergarten, and may I say also for the best interests of the university. I speak especially of the attitude of the university toward the kindergarten and the reluctance with which the kindergarten opens her doors to the university. The lack of sympathetic interest in the one is too often offset by the feeling of aloofness and suspicion on the part of the other. In the university there is a tendency to look upon the kindergarten as a plaything, too trivial to be worthy of academic consideration and too abnormally feminine, poetic, and imaginative to be seriously treated.

Child study, the corner stone of the kindergarten, has become almost a term of reproach in the university. The announcement of a course in child study in the university catalogue occasions an academic smile of superiority. The life history of the crawfish or the cycles of development of the butterfly may claim the serious attention of the university, but the nature and development of the child—"that's too trivial and belongs in the kindergarten." It is unfortunate that this attitude has arisen, for the kindergarten is becoming more and more a factor in the educational program, and the study of the child and his proper education is one of the biggest problems of the times. Both are entirely worthy of academic consideration.

On the other hand there is a feeling in kindergarten circles that the work offered in the university is too scientific and too abstract to be of any immediate practical value for the kindergartner. There is hesitation in taking advantage of university instruction in the preparation of kindergartners. This hesitation is based upon the belief that the work offered in the university is too materialistic, difficult, and unpractical, and is therefore over the heads of the young people who are preparing to take up kindergarten work as a profession. Thoroughly impressed with the importance and seriousness of her calling, the kindergartner is impatient when confronted with anything which does not drive straight at the immediate task in hand, and which interferes with the rules of action given her by the kindergarten system. This again is unfortunate, for too often it leads to a lack of perspective, without which Froebel's plan of education cannot be carried through successfully. The very largeness of the kindergarten concept demands the highest and best in culture and scholarship to make it manifest in the actual day's work with the children. There ought to be no shrinking from anything that will give a better understanding and appreciation of the real principles of life as a whole.

The university stands for the highest and best endeavor to lay bare these principles and the kindergarten should make the most of whatsoever the university may offer, even though it may not seemingly have a direct bearing upon the immediate work of the kindergarten. The more we find out about the real nature of the world the more evidence we discover that its various elements hang together in a system,—"that through the ages one eternal purpose runs." What seems from the superficial point of view diverse and heterogeneous, appears, when we delve a little deeper into underlying prineiples, related and homogeneous. As we advance in science and art and literature we slowly round out a conception of life in which all its parts are bound together and unified by a few fundamental laws. This was the conception that prompted the poet to say to the flower plucked from the garden wall:—

"Flower in the erannied wall,
I pluck you out of the crannies,
Hold you here, root and all, in my hand,
Little flower—but if I could understand
What you are, root and all, and all in all,
I should know what God and man is."

Froebel's idea of the child is a world concept. For him the key which unlocks the secrets of the world is not the flower in the crannied wall, but the child. Within the child he saw the possibilities of the whole world, and he made it his life work to point out the relationships of that which he saw within the child to the world without. He attempted to pick from the world the material and activities which presented to the child would bring about self-realization in the fullest manner. Self-realization for him meant the harmonious synthesis of all the possibilities within, and of the world without,—a union of temporarily estranged elements into a realized and unified world. To bring this about the kindergartner and those who direct her work should keep in touch with the highest development of research and scholarship; in other words, should keep the totality of human knowledge in view. Froebel seized upon the maternal element as the guiding principle because he thought it the largest and deepest and broadest thing in life and because it touches the world in all its aspects, and is therefore best adapted to call out the inner possibilities of child life and make them manifest in self-realization. However, any considerable advance in the future within the kindergarten demands that the maternal element be supplemented by another element, that of scholarship. All that art and science and literature can give is not too much to bring to bear upon its problems. Science has gone far towards the understanding of the nature of the flower since Tennyson's time, but before the advanee could be made the poetic conception had to turn into scientific observation and experimentation.

Science has also gone far in the better understanding of the nature of the child since Froebel's time, but here again the philosophy of Froebel had to be turned into scientific observation and experimentation. The results of this scientific procedure have helped us more and more "to see things in their unity and to grasp them in their totality." Froebel speaks of the "original wholeness of things" and in many places I see this concept used in kindergarten literature. It is a big concept! An idea to conjure with! But before we make use of it in educational preseriptions we should know some of the facts concerning these relationships which bind the diverse elements of the world into a "grand" and "all embracing" and "divine unity." Otherwise the concept may in our hands prove to be a mere fragment. Again, let me reiterate that the very bigness of the kindergarten ideas demands the broadest and deepest preparation for those who propose to put them in operation.

The kindergarten must broaden and enrich its preparative courses for its teachers or it will run the risk of degenerating into an apprentice system in which each beginner learns her trade and plies it without much thought afterwards. The young kindergartner is, I think, too apt to do in any situation just what she has seen an older kindergartner do in similar circumstances, and to apply rules of thumb dictated to her by the initiated. She needs a broader culture to give her independence of action. She needs a deeper insight into the principles underlying and surrounding the kindergarten rather than more rules of action to apply in given situations, in order to give her spontaneity. She must learn to think for herself. If in addition to the time that she now spends learning what to do in the kindergarten she were given more time and opportunity to develop her own personality, the kindergarten would gain much, for a large part of the child's best development is brought about by unconscious absorption from the personality of the teacher—her culture, refinement, and education.

It has often been said that only rarely endowed and therefore rarely to be found persons can successfully conduct a kindergarten. This seems to me to put the emphasis in the wrong place. Native ability to handle children is, of course, an excellent thing in a kindergartner, but it is not the most important thing. A well-trained mind stored with knowledge, a well-balanced judgment, and enough of the scientist's attitude to properly evaluate facts, together with the mastery of the principles and practices within the kindergarten, are more to be desired than the variable special endowment which too often means only native tact and feminine sweetness of character. Whatever the native endowment may be, the stress should be placed upon the preparation, upon the education of the kindergartner. To possess native aptitude in music is to be desired if one is to be a musician, but this alone is not sufficient. Long years of hard work in preparation must be gone through in order to attain proficiency. The kindergartner is no exception to a very general rule. The high school graduate is not mature enough and does not have a sufficient grasp of the realities of life to appreciate the philosophy of the kindergarten.

There are many subjects taught in the university that are of especial importance for the kindergarten teacher. I shall have time to mention only two or three of them. For instance, the selection of verse for the songs of the kindergarten demands a thorough knowledge of literature. The past has left us a rich legacy in this field and only that of good quality in form and thought should be given to children. The songs of the

kindergarten sung day after day make a deep impression upon children. They ought to be the best representatives of the different epochs of literary development, and at the same time should be good literature and art judged by the highest standards of our own times. There is a tendency to underestimate the ability of young children to understand and appreciate real literature, and serious attempts are made to give them a peptonized substitute. Much of this stuff is being placed in the hands of our children to-day and kindergartners should be on guard lest it find its way into the kindergarten, and the best safeguard against this cheapened literature is a first-hand knowledge of real literature on the part of the kindergartner.

Another department in the university in which the kindergartner ought to have an abiding faith is that of biology. In order to lead the child into any part of nature's domain, the leafy forest, the shaded brook, or the open field where life abounds, and in order to teach him to open his eyes to nature's wonderful secrets, the kindergartner ought to have a real knowledge of the representative facts of animal and plant life. Without it distortion and misrepresentation are sure to creep in. The kindergarten will never knowingly tolerate a flimsy sentimentality about nature in place of a real love and knowledge of nature. The right emotional attitude toward nature comes only when the child is led to observe her accurately and to think clearly about her. As his knowledge increases he grows in a true appreciation of the fitness and beauty of nature.

Another study that ought to occupy a prominent place in the kindergartner's preparation is that of psychology. I fear, however, that there is a misunderstanding as to the exact nature of this subject. Again and again teachers come to me asking to be allowed to enter advance courses in psychology. They assure me that they have had psychology before and that they are very much interested in it. I find out, however, upon further inquiry that the psychology that they have had is James' *Talks to Teachers,* an interesting and valuable little book, but it is not psychology, nor did its author intend that it should be taken as such. An interesting talk about psychology and its educational applications is too often taken for psychology itself. This confusion contributes to superficiality and is unfortunately a fruitful source of educational fads. Before attempting to apply psychology we should first master the fundamental facts, principles, and laws of mental life, and this is what I would have the kindergartner do. It is not an easy task and in many places there is a decided reaction against attempting it. For instance, not long ago I received the following inquiry from a kindergartner of high standing,—supervisor of kindergartens and principal of a kindergarten training school. I quote from it because I believe it is a representative attitude among kindergartners toward the more scientific aspect of this subject of university instruction. She asks:——

"What use is this study of the science of psychology? It is interesting to know how mind works and also it is fascinating to me in connection with biological study —this evolution of consciousness. Also it certainly aids the teacher in helping the child's mind to develop, because she knows how to present the lesson and what to expect in response from the child. But when it is learned by the individual, does it aid his growth of consciousness really and truly? Is scientific psychology just a recapitulation of facts which scientists have discovered about the brain, or does it lead to something higher in self-culture? Will the race grow in consciousness and get nearer the truth through the study of it?"

There are two practical questions which one may ask of any subject which he is pursuing: First, will it help him in his chosen work? Second, will it help him individually? As we have seen, even these questions overlap one another. For whatever adds to the personal equipment and enriches one's knowledge must make for greater efficiency. However, these two questions are involved in the inquiry quoted. The first question is partly answered in the admission: "And it (psychology) certainly aids the teacher in helping the child's mind to develop, because she knows how to present the lesson and what to expect in response from the child." There is, of course, no doubt about this point. Systematic study of the nature of consciousness, its elements, its physiological correlates, and the laws of mental development, stands in the same relation to the art of teaching as the study of chemistry, physiology, and anatomy to the practice of medicine. The teacher who attempts to teach without having made some endeavor to systematize her knowledge of the mental life of the child is like the grandmother who doctors with herbs and common sense. Both may do good, but certainly both have done harm, harm which might have been avoided if they had had some scientific knowledge of the nature of the things with which they were dealing. How many children have been and still are literally persecuted simply because teachers do not have adequate knowledge of the mental processes! A few or even many teachers have escaped disaster, but there is no reason why all may not avoid mistakes in dealing with children by acquiring a little scientific knowledge about the laws of mental growth and control.

Now the second question: "But when it (psychology) is learned by the individual, does it aid his growth of consciousness really and truly? Does it lead to something higher in self-culture?" The answer follows from the answer to the first question. Anything that aids the individual to help others is cultural. In fact, this is the real test of the thing we call culture. If psychology can help one to a more efficient service to others, that is a sufficient justification for a serious and thorough study of it. Time will not allow me to take up in detail the principles of psychology which have a direct bearing upon the work of the kindergarten, and yet I cannot sit down without mentioning some of its important applications.

The charge has been brought against the kindergarten that it develops a lack of concentration in its children. That the large number of different impressions and the rapidity with which they are given during the morning's work of the kindergarten foster a habit of mental distraction is maintained by the critics. The

truth or falsity of this charge might be established by a series of experiments and tests scientifically conducted and properly safeguarded. This has not yet been done and so there is no convincing evidence bearing upon the question raised. It is still a matter of opinion so far as actual facts are concerned. However, a careful study of the nature and function of attention ought to furnish some guilding principles, and it does. One of the most characteristic things about the normal attention is the rapidity with which it shifts. Change seems to be a primal and fundamental law of mental life. Healthy consciousness is always moving. The rapidity with which it moves is underestimated by the casual observer. It is only when the experimentalist times the flow of consciousness that we get a true conception of its flight. The ordinary recognition and discrimination of an object from other objects, plus the time for a simple reaction to the discriminated object, requires about three hundred thousandths of a second. The purely mental part of this process probably takes place in less than fifty-one thousandths of a second. The length of time that attention rests upon a single thing or quality of a thing is surprisingly short. It is practically impossible to hold the attention upon a single thing for any length of time. The very life of consciousness depends upon change. Mental processes which cease to move cease to exist. To hold the attention of the child the kindergartner *must* continually vary the material of the day's work, either by presenting different aspects of the same subject matter or by changing the subject matter itself. By so doing she keeps the child's mind wide-awake and active. If the material of the kindergarten is properly organized, presented in the right order and in such a manner that it brings out the right relationships and so leads to logical systems of thought, the activity of the kindergarten ought not, according to the law of mental change, to lead to the condition of scattered attention or mental dissipation, but on the contrary to habits of concentration and mental alertness.

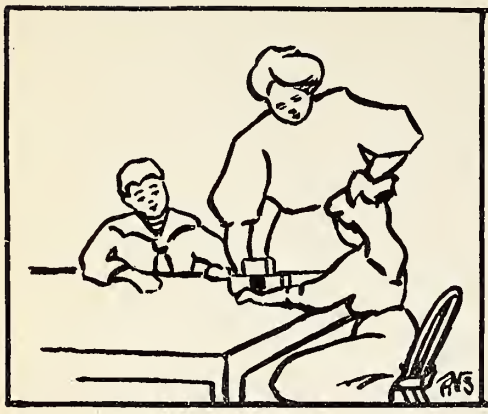
From another point of view we get still more light on the question when we consider the function of consciousness. Genetic psychology tells us that the function of consciousness has been from the very first the control of the adaptive responses of the organizm,—the control of bodily activity for purposes of adjustment. Now these motor responses of adjustment have required in all stages of development only an instant of time, and, when the responses were made, consciousness moved on to the next adjustment and so on, every new stimulus requiring a new adjustment. This constant change of consciousness has been one of its essential characteristics in all its stages of evolution, both in its phylogenetic and in its ontogenetic development. It is not strange, then, that the mind of the child shows this characteristic, and the kindergarten is wise in adjusting its program to fit the real nature of the child in this respect.

The study of psychology ought to lead the kindergartner to first-hand observation of child life, and to give her a basis of empirical facts rather than general theories, which the educational enthusiast is too apt to force upon her. For instance, the culture epoch theory has been very much overlooked. It has been of value, no doubt, in emphasizing the fact that in child life there are epochs of development and that methods of treatment should harmonize with the nature of these things. However, a careful study of the stages of child life fails to show any very close relations between them and the different epochs of racial development. These relationships, assumed by the theory, are very much overestimated, more fanciful than real. They are taken by analogy from the facts of recapulation in the individual embryo of racial physiological characteristics. Instead of inferring what the stages of child development are from a rather fragmentary history of racial development, and then making the inference the basis of a doctrine in education, it would be better to find out what the real nature and characteristics of these stages are by actual observation of child life itself.

Perhaps one of the most important factors to consider in the education of the young child is the relation of the motor response to consciousness. Popular language has it: "No impression without expression." Yet the interpretation of this usually misses the point entirely and makes it innocent of any value as a principle in education. A deeper insight into the nature and growth of consciousness will reveal the fact that it is not the impression which occasions and determines the nature of the expression, but rather that the character of the expression occasions and determines the nature of consciousness, and that genetically consciousness does not make new movements possible but new movements make consciousness possible. When this principle is thoroughly understood in all its bearings, it becomes the most effective key that the educator can use in unlocking the possibilities of the child's mind, and it really lies at the bottom of the kindergarten concept. The complete elaboration of this principle within the kindergarten awaits a full and complete understanding of the laws of mental life.

The scientific spirit and the scientific method will come to the kindergarten with a broader preparation of its teachers. The kindergarten need not sacrifice any of its more human and maternal character in embracing a higher scholarship. The love and sympathy which the kindergartner has for her children is not diminished by a more thorough knowledge of them and the world in which they live. Such knowledge tempers and refines her love and sympathy, broadens and deepens her personality, and gives her power and efficiency.

Is true freedom but to break
Fetters for our own dear sake,
And, with leathern hearts, forget
That we owe mankind a debt?
No!—true freedom is to share
All the chains our brothers wear,
And with heart and hand to be
Earnest to make others free!



PRACTICE DEPARTMENT

KINDERGARTEN DAILY PROGRAM

NORA KEOUGH

[NOTE—Owing to the delay necessary to reach our subscribers in foreign countries we adopted the plan of printing this program one month ahead. Some of our American subscribers, however, prefer the program in the issue for the current month. We have therefore decided to republish the program for January and subsequent months, followed by the program for the succeeding month, believing this the best plan for the accommodation of all.]

JANUARY.

Thursday—Circle—Day of return after vacation. Children's relating of Christmas doings. Their tree and what Santa Claus brought.

Rhythms—Chosen by piano and followed by children.

Table 1st—Free drawing of Christmas presents.

Table 2nd—Building church with Hennessey blocks.

Friday—Free choice day.

FIRST WEEK.

Monday—Circle—The New Year. Its days, weeks, and months. The name of New Year, 19—. The names of days of week. How many?

Rhythm—Those learned reviewed in turn.

Table 1st—Free cutting and mounting of things to represent days of week. Monday, tub; Tuesday, flat-iron; Wednesday, mop; Thursday, needle; Friday, broom; Saturday, dish and spoon; Sunday, church.

Table 2nd—Clay-modelling of Christmas presents.

Games—Two Santa Claus games and squirrel game from Jenks & Walker.

Tuesday—Circle—The name of New Year 19—. The name of new month—January. The names of days of week. The names of months.

Rhythm—Here we go round the Mulberry Bush, from Mari Hofer's Singing Games. March by twos.

Table 1st—Laying Hailmann cubes in groups of seven. Naming them the days of week.

Table 2nd—Make forms with seven rings.

Games—Pussy Corner; How do you do;

Wednesday—Circle—The New Year facts reviewed. The names of months; their number. The story of Father Time from Child-World.

Rhythm—Toy Day. This time given to free play with children's Christmas presents brought to school.

Table 1st—Lay Hailmann cylinders in groups of twelves to represent months.

Table 2nd—Free drawing of the play things brought to kindergarten.

Rhythm—March by twos and fours.

Games—Toy Time.

Thursday—Circle—Repetition of year work and yesterday's story. The thought of each month particularly. Four weeks in a month.

Rhythm—March of twos and fours.

Table 1st—Draw pictures of toboggan sliding down hill. The hill of chalk.

Table 2nd—String beads in groups of four according to color.

Games—Toy Time.

Friday—Circle—Week's review.

Rhythm and Games—Given to play with toys.

Table 1st—Free cutting of Christmas toys.

Table 2nd—Free choice.

SECOND WEEK.

Monday—Circle—Esquimo week. A picture of esquimo life has been put upon the board. Study of this picture. The people that live in the north where it is always winter. Their homes called iglos.

Rhythm—Skating, marching.
Table 1st—Make igloas with half rings on the peg boards.
Table 2nd—Clay modelling of igloas.
Games—Pussy Corner, Competition games.

Tuesday—Circle—The clothes of the esquimo and how secured. The hunting of the fathers for walrus, bears, etc.
Rhythm—Skipping, marching.
Table 1st—Sand-table work. Make esquimo village. Use cotton-batton for snow.
Table 2nd—Cut esquimo from white paper doubled so they'll stand.
Games—Tap stick number of times on floor; imitated correctly by children.

Wednesday—Circle—The Mother Esquimo's work, making the clothes. Their lives; food; care of the dogs.
Rhythm—Skipping tag; in and out tag.
Table 1st—Cut dog from black cardboard.
Table 2nd—Cut sled from black cardboard. Harness together with black shoe-string.
Games—Play games with bean bags that Esquimous do with arrows. Throw and land in given circle. This used as competition game.

Thursday—Circle—Their lives, games, care of the dogs and all else of interest.
Rhythm—Running around circle and adding one more each time. Running tag.
Table 1st—Free-hand bear and mount.
Table 2nd—Free-hand candle-sticks of gilt, candle of white, mount on brown.
Games—Roll, throw, bounce ball.

Friday—Circle—Review talk of week.
Rhythm—Review.
Table 1st—Cut free-hand anything of esquimau life.
Table 2nd—Mount as poster with chalk for snow.
Games—Free choice.

THIRD WEEK.

Monday—Circle—Holland week. The land of mills and dykes. All about dykes.
Rhythm—Hopping on one foot. Hopping tag. Snow man. Skating.
Table 1st—Build dyke with Hennessey blocks.
Table 2nd—Clay modelling of wooden shoe.
Games—With first gift balls. All on floor in row. Hide one and guess. Change their place and put right. Same game with children instead of balls.

Tuesday—Circle—Wind-mills, boats, sports, skating.
Rhythm—Snow man. Chimes of Dunkirk from Mari Hofer's Singing Games.
Table 1st—Make poster in the blue and white of ship on the water.
Table 2nd—Wind-mills with second gifts.
Games—Same as yesterday with various articles.
Color Games—Color pinned on child's back. Colors on end of yard stick.

Wednesday—Circle—Costumes. Love of flowers, buds.
Rhythm—Chimes of Dunkirk.
Table 1st—Make tulips of cutting paper folded, wound on end of long straw over which is rolled green tissue paper. These make good window-box decorations. They have a conventional pattern effect.
Table 2nd—Make wind-mills of second gift.
Games—"I Spy." Competition game with blocks.

Thursday—Circle—The Gretchen Christmas story re-told. The brave stork story re-told. The story of the Leak in the Dyke.
Rhythm—Chimes of Dunkirk.
Table 1st—Paint Dutch boys and girls.
Table 2nd—Cut same.
Games—Snow man. Drop the handkerchief.

Friday—Circle—Review Holland.
Rhythm—Review.
Table 1st—Unfinished work.
Table 2nd—Free choice of material.
Games—Free choice of material.

FOURTH WEEK.

Monday—Circle—Japan; the country of sunshine and flowers. Their love of the chrysanthemum.
Rhythm—Teach Japanese bow to music.
Table 1st—Make charcoal drawing of chrysanthemum on narrow panels.
Table 2nd—Clay-modelling of flower in flower-pot.
Games—Pussy Corner with Japanese derivation. (Truth on each corner, evil in middle).

Tuesday—Circle—Their costumes; their extreme politeness and never-changing pleasantness.
Rhythm—As yesterday.
Table 1st—Make Japanese poster of colored papers for kimona and sash with wall-paper umbrella.
Table 2nd—Begin weaving paper mats.

Games—Run around circle and bow low when you meet, as Japanese do.

Wednesday — Circle — Customs, jinrikishas, eating on tiny table, chop-sticks, tea.
Rhythm—As before.
Table 1st—Make Japanese fan of wall-paper with short split straw for handle.
Table 2nd—Continue weaving mat.
Games—Imitation and guess.

Thursday — Circle — Japanese Fairy Tales, "The Wonderful Tea Kettle."
Rhythm—As before.
Table 1st—Paint Japanese lanterns.
Table 2nd—Cut same. These make very pretty room decoration when strung across a dark background.
Games—Mulberry bush, Little Miss Muffet.

Friday—Circle—Review Japan.
Rhythm—Review.
Table 1st—Continue weaving.
Table 2nd—Free choice.
Games—Free choice.

FEBRUARY.

FIRST WEEK.

Monday—Circle—Mother Goose week. Let children repeat the Mother Goose rhymes that they know.
Rhythm—All week teach action to the Mother Goose melodies from "The House That Jack Built," by Riley & Gaynor.
Table 1st—Lay sticks to make skeleton action figures. Round tablet for head. Tell the story of the "crooked man" this way.
Table 2nd—Tell this same story with charcoal and paper free-hand drawing.
Games—Crooked Man dramatized. Bean bags.

Tuesday—Circle—More rhymes.
Table 1st—Humpty Dumpty Sitting on the Wall. Mount on gray paper; wall of white paper marked with black; egg of white paper, free cutting.
Table 2nd—"Humpty Dumpty" had a great fall. Same with egg at bottom of wall.
Games—Crooked Man and Humpty Dumpty dramatized. "Three Little Pigs" dramatized.

Wednesday—Circle—Story of Hey Diddle, Diddle" from "Mother Goose in Prose," by Baum.
Table 1st—Free drawing with black crayons of Jack and Jill.
Table 2nd—Weaving.
Games—Humpty Dumpty, Crooked Man, and Jack and Jill dramatized. Sense games.

Thursday—Circle—Re-telling of story.
Table 1st—Jack and Jill with colored crayon.
Table 2nd—Cutting and folding envelopes.
Games—Same.

Friday—Circle—Week's review.
Rhythm—Week's review without direction.
Table 1st—Make valentines from red paper, fold and cut. Mount on white.
Table 2nd—Free choice.
Games—Use this time to direct and mail valentines. Mail-boxes have been put up in kindergarten previously.

SECOND WEEK.

Monday—Circle—Valentine's Day. Children's thought. A day of love. Song. A recipe for a valentine from Gaynor I.
Rhythm period used for playing mailman. The valentines are gathered that were mailed in kindergarten mail-boxes. These are distributed to children on circle.
Table 1st—Period and as much more time as needed is used for the valentine party. Children have brought their lunches. The lunches are divided and arranged tastily on tables spread in middle of kindergarten. Decorations in red and red candles add to the appearance.

Tuesday—Circle—Talk of the mailman. What the children know about him. Story of "Jerry, the Postman," from Kg. Rev. Feb., 1907.
Rhythm—March, one child as mailman.
Table 1st—Make mailman of sticks and rings.
Table 2nd—Make mailman of blue parquetry and strips.
Games—Little Dave, you are Welcome," from Jenks & Walker.

Wednesday—Circle—Eugene Field's "Sugar Plum Tree," read and told.
Rhythm—Marching.
Table 1st—Clay modelling of candy cones that hung on tree.
Table 2nd—Wrap colored strips of paper around canes.
Games—Dramatize the story.

Thursday—Circle—Re-telling of yesterday's story.

Rhythm—Animals, dogs and cats. Blowing trees.
Table 1st—Free drawing of sugar-plum tree, and things it grew.
Table 2nd—Weaving.
Games—Dramatize this story and "Puss in Boots."

Friday—Circle—Review week's stories and songs.
Rhythm—Review.
Table 1st—Continue weaving.
Table 2nd—Free choice.
Games—Free choice.

THIRD WEEK.

Monday—Circle—Geo. Washington. Who he was. Good child. Brave man.
Rhythm—"Soldier Boy" from Mari Hofer's Singing Games.
Table 1st—Draw free hand flags with colored crayons on white paper. Cut them out.
Table 2nd—Cut hatchets. First traced, then free.
Games—Competition game with flags; "Marching Through Georgia."

Tuesday—Holiday.

Wednesday—Circle—Geo. Washington, a soldier.
Rhythm—As above with soldier drill.
Table 1st—Fold soldier tent.
Table 2nd—Use tents and flags and make soldier's camp in sand table.
Games—As above.

Thursday—Circle—Soldiers. Their lives. Their obedience.
Rhythm—Soldier drill; tramping horses; bugle. A very good rhythm is the combination of Clara Anderson's High-Stepping Horses, bugle, then Gaynor March and run, bugle, and back to the horses quietly until no sound is heard.
Table 1st—Making red, white, and blue badges.
Table 2nd—Make fort with Hennessey blocks, and break down with 2nd gift cubes.

Friday—Circle—A visit to an upper grade room with some definite object in view as to watch a drill or to see a dramatization of some story.
Rhythm—This period used to tell of what was seen and try it, ourselves.
Table 1st—Free-drawing of soldier picture.
Table 2nd—Free choice.
Games—Free choice.

FOURTH WEEK.

Monday—Circle—Begin story of the knights.
Rhythm—Marching and bugle call. Gaynor's "We March Like Soldiers Straight Tall."
Table 1st—Third and fourth gift, build castle.
Table 2nd—Cut castle of four sides of rather stiff paper, fold and fasten with paper fasteners.
Games—Dramatize "I'm Going to Write to Papa" and guess riddles.

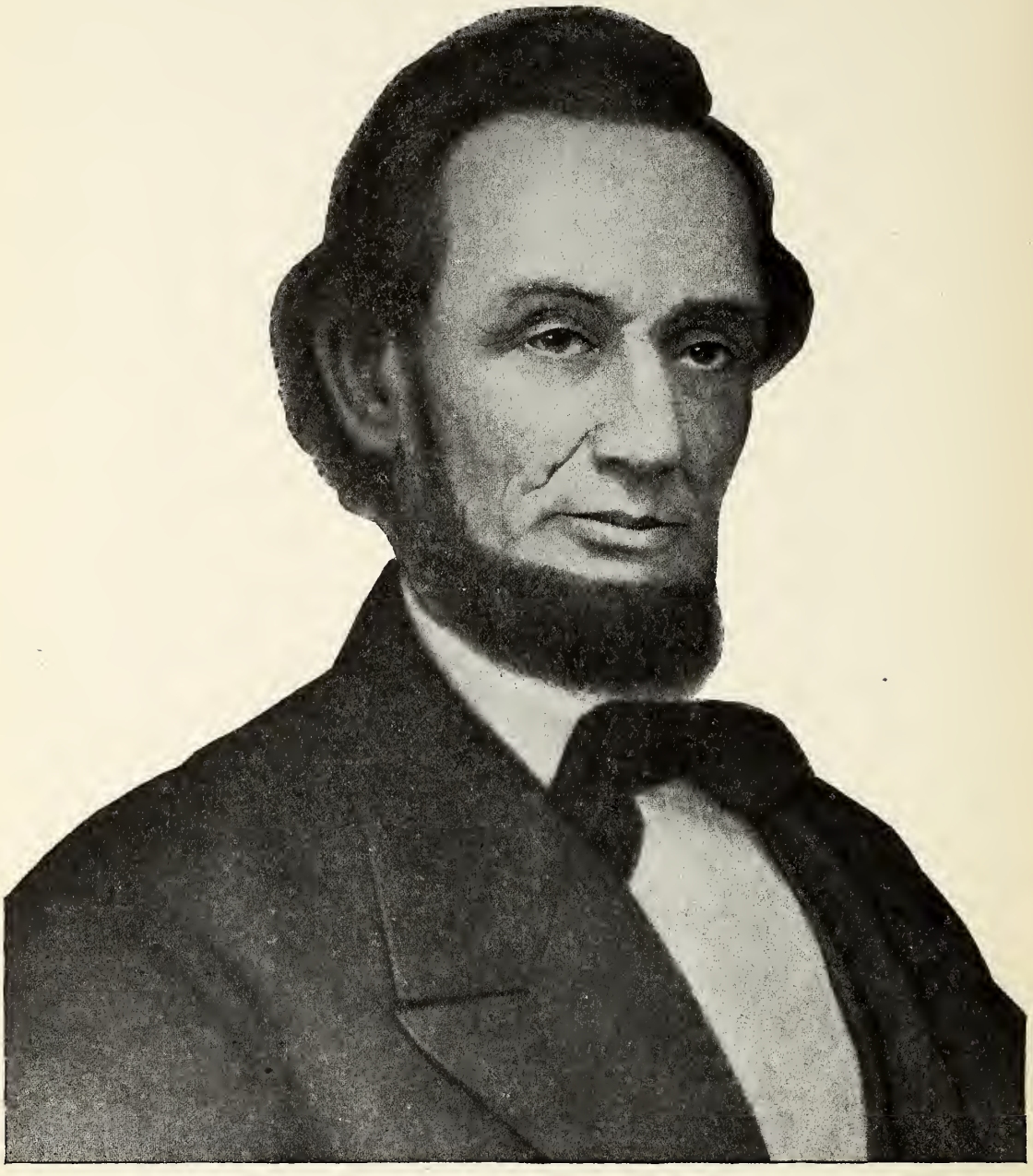
Tuesday—Circle—Telling story of how Arthur became king from Homer's stories as told by C. H. Hanson.
Rhythm—As yesterday.
Table 1st—Make castle of Hennessey blocks.
Table 2nd—Finish castle of paper begun yesterday.
Games—A tournament with staff and rings and galloping horses.

Wednesday — Circle — Re-telling of story. Teach "When the Wind Blows," by Batchelor, from Kg. Rev.
Rhythm—Same.
Table 1st—Knight on horse poster from black cutting paper mounted on white.
Table 2nd—Make castle with 5th gift.

Thursday—Circle—All about knights. Read from Eugene Field, "Little Boy Blue," etc.
Rhythm—As before. And "Tin Soldiers" from Neidlinger.
Table 1st—Cut shields free hand until each child has a good pattern, then use it to cut another from black cardboard. Paste cross of white.
Table 2nd—Make castle of 6th gift.
Games—Dramatize Cinderella, play the tournament.

Friday—Circle—Review the story of the knights.
Rhythm—Review.
Table 1st—Make soldier caps of newspapers.
Table 2nd—Free choice.
Games—Soldier drill and marching with flags and caps.

We forget too often that language is both a seed-sowing and a revelation.—Amiel.



ABRAHAM LINCOLN

ABRAHAM LINCOLN

GRACE DOW

Suggestion for talk with small children.

Over one hundred years ago in a log shanty on a lonely little farm in Kentucky was born a boy who was named by his parents Abraham, but soon he was known by all the plain country people around as "Honest Abe Lincoln", or, for short, "Honest Abe". Why do you think he received this title? Let us see if we can tell from the story of his life?

When Abe was seven years of age, his father, Thomas Lincoln, moved with his family to Indiana; there our little hero and his mother worked in the woods and helped to build a new home. It was only a hut, very unlike our own comfortable homes of to-day. It was made of rough logs and limbs of trees, and had no door and no windows. One side of it was entirely open, and if a friendly Indian, or bear, cared to stroll in, there was nothing to prevent him. During the winter months skins of animals were hung up to keep out the cold, but in summer it was really living out-of-doors.

In about a year they moved into a new log cabin which had four sides to it; and they made a new set of furniture for the new house. Their chairs were three legged stools, and perhaps little "Abe" helped his father drive in the legs. Abe's father split a large log in two, bored holes in the under side, and drove in four stout sticks for legs, and that made the table.

In one corner near the roof of this cabin, our little boy had a big bag of dry leaves for his bed. After eating his supper, which was usually a piece of cornbread, he climbed a ladder made of wooden pins driven into the logs, to his bed in the dark.

Abe's mother was not strong, and died soon after they moved into their new cabin.

His new mother was a good, kind-hearted woman, and did all she could to make this poor, ragged, barefooted boy happy.

He learned to read and write a little while attending school a short time in a log school house some distance from his home. His father was too poor to buy him books and pencils, and send him to school, so he studied alone at home. After the rest of the family had gone to bed, he would sit up and study by the light of the great blazing logs heaped in the open fireplace.

He used to write and cipher on a wooden shovel, shaving the surface off when it was covered. He had but few books, but those he read again and again.

While a boy he did all kinds of hard work, rail-splitting, farm work, and whatever he could do to earn a little money. He clerked in a grocery store for a short time, and at the same time studied law. While in the grocery business a poor woman once paid him six cents too much. After the store closed he walked five or six miles into the country to return the money. It was acts like this that first won him the title "Honest Abe." Lincoln was also very kind-hearted and gentle. Once, when riding along dressed in his best clothes, he heard a pig squealing that was caught in a mud-hole. He rode on for some distance, but went back and helped it out.

Lincoln was several times elected to the Illinois Legislature, where he helped to make the laws for his own state. He was afterward sent to Washington to help in making the laws for the whole country.

Finally he became President of the United States, because the people trusted him.

Apr. 14, 1865, an insane man named Booth shot the good President while he was sitting in a theater at Washington. Even his enemies wept bitter tears feeling that their best friend was gone.

PICTURE STUDY

FEEDING THE HENS—*Millet*

Jean Francois Millet was born in France in 1814 and died in 1875.

His parents were French peasants and his life was one of toil, privation and hardship.

When a boy he told his father he meant to paint pictures of men and most of his pictures related to the lives of the people around him. They were remarkable for their simplicity and faithfulness and are now known nearly all over the world.

He lived in a humble home in the midst of a garden which abounded in trees, flowers and vegetables. The roof of the house was covered with vines. The doors nearly always stood open. In the morning he dug in the garden and after breakfast painted his pictures in a low-roofed room which he called his studio. His sketches were made outdoors and afterwards were finished with great care in this studio.

The surroundings of this picture indicate a country home. The view through the arbor suggests a garden with bee hives. A humble life, but not a life of destitution, is suggested. Attention to duties is also indicated.

The woman is clad in coarse, but whole garments; she evidently left the little child, seen in the doorway, while she went to feed the hens, and the child has followed her by creeping on the floor.



FEEDING THE HENS—MILLET

Some of the fowls are already eating eagerly while others are coming at her call.

Lead pupils by suggestion to tell what they see in the picture and what they know about hens, chickens, eggs, etc.

Other famous pictures by Millet:

The Angelus; First Steps; The Gleaners; The Sower: The Man with the Hoe; Feeding Her Birds.

To make your children capable of honesty is the beginning of education.—John Ruskin.

KINDERGARTEN GROWTH

[NOTE:—Under this heading we shall give from time to time such items as come to our notice relative to the establishment of new kindergartens as well as articles or statements in the public press or from noted educators favorable to the kindergarten cause.]

The increase in kindergarten attendance in New York City during the past ten years exceeds 800 per cent. and the number of kindergartens from 115 to nearly 900. The demand for new kindergartens greatly exceed the provisions of the board.

At Portland, Oregon, the kindergarten attendance has greatly increased. New kindergartens have been opened.

Several new kindergartens have been opened in Chicago the present year.

Additional kindergartens will greatly increase the average intelligence of the country and tend to reduce the criminal population,—*N. Y. Mail-Express.*

My whole life has fallen short of its possibilities because there were no kindergartens in my city when I was a child. Even the hand work development which I should have received would have aided me greatly.

The Kindergarten was the greatest, most important, most useful innovation of the nineteenth century, save none.—*Fra.*

HELPFUL HINTS AND SUGGESTIONS

For Kindergartners, Rural and Primary Teachers

TO RECOGNIZE WORDS.

MERRY-GO-ROUND.

Teach the pupils to make a Merry-Go-Round by placing a Second Gift cylinder on end and placing a number of 5-inch colored sticks evenly around so as to form a circle one end of the sticks resting against the cylinder and at the opposite end of each stick, placing a square or round Seventh Gift tablet to represent the seats. Select from the pupils' sentence building box the new words you wish to teach, placing one on each of the tablets. The teacher then rides around once or twice with the children—that is, teacher pronounces the words and they pronounce after her. Each child then undertakes to ride alone, falling off when they miss a word and starting over again.

A PAIR OF STAIRS.

Teach pupils to construct a double pair of stairs with Third Gift blocks. Put about five steps up one side and the same down the other. Then use for recognizing words in same way as the Merry-Go-Round.

CALENDAR FIGURES FOR DRILL.

One of the most popular and instructive forms of busy work for the first grade children with us, is that supplied by using old calendars. We cut the numbers apart on the separating lines and place each month's series of numbers in an envelope by itself. The children place them on their desks in order, guided by the large school calendar which hangs in a conspicuous place. To them it is a sort of puzzle and while working it out, they learn a great deal about the formation and arrangement of figures.—Primary Plans.

TO RECOGNIZE WORDS.

Tell the story of the little boy who was lost in the woods and came to a wide brook, but there was no bridge across it. He noticed some stones here and there and tried to walk across the brook on the stones. Illustrate the brook and the stones on the board, writing one of the new words on each stone. Who can get across the brook without falling off—missing a word.

CURE FOR DISORDER.

Did you ever try chalking disorderly desks after school? A large cross on the top of such desks when all understand what it means, does more toward the keeping of orderly desks than dozens of lectures. When the owners of the disorderly desks appear in school the next morning you will notice a cleaning up begin immediately. When this is done the child erases the cross, but not until then.—Primary Plans.

A BUTTERFLY CORNER

We have gained a great deal of pleasure as well as information by having, as we call it, Our Butterfly Corner. The children draw, color and cut out butterflies of various sizes and colors and then we string the butterflies on threads suspended from a thread that is stretched across the corner of the school room and as the breeze blows through the room, they gently stir, looking very much like live butterflies. We also study about the butterfly and use what information we have obtained for language lessons.—Primary Plans.

ANSWER CARDS AS INCENTIVE.

Pupils like varied ways of working so I sometimes let the multiplication class use answer cards. I write the problems on small cards and place the answers which they must obtain to be correct on large sheets of cardboard ruled into oblong spaces. The problem cards are placed by the pupils in the blank spaces above the proper answers when the correct answer is found. The small problem cards are in envelopes. The children will work to get the exact answer and I find that valuable time is saved. —Selected.

Teachers Should Remember That—

1. Suggestions and anticipations prevent friction and almost do away with the need for harsh discipline.
2. By trusting and confiding in pupils they will usually prove worthy of the trust.
3. Good nature and a smiling countenance are more to be prized than rich scholarship and a strong arm.
4. Sympathy and justice properly balanced cover the entire field of discipline.
5. That no child should be cheated of his birthright.

Don't Make It Too Easy.

Difficulties should not be made too simple for children. The teacher's aim should be to make the pupils get over the difficulties themselves, to present difficulties in their proper order, a natural series of steps, to graduate the steps to suit the advancement of the pupil, to avoid giving explanations as far as possible, and to explain when necessary in a clear, definite, brief manner. The golden rule of the teacher should be not to tell the pupil anything he should know or can learn by judicious teaching.—Hughes.

ETHICAL CULTURE

RUPERT'S MISFORTUNE.

S. T. Luhs.

OBEDIENCE.

Teacher: I have a sad story to tell you about a little boy who disobeyed his mother.

Rupert Ray was just five years old and had been to kindergarten one week.

His parents lived on a quiet street in a large city and Rupert's mother went with him to kindergarten until he had learned the way, which led through quiet residence streets where few people passed.

Two blocks away from Mrs. Ray's house in another direction there was a busy business street where automobiles and teams seemed to be always passing.

Rupert had often visited this street with his parents and loved to look at the pretty things in the windows of the candy and toy stores.

He enjoyed the noise and clatter of the street, and often wished to go there alone, but his mother told him how dangerous it would be—that he might be run over and killed.

She told him he must never go there alone.

One day while coming home from kindergarten he heard a band playing on the street and said to himself I will just go a little ways so I can see the big drum and then I will run right straight home.

As he ran along something seemed to say to him almost like a whisper, "Mama don't want me to go" and he stopped to turn back. It was the voice of conscience speaking to him and if he had listened and obeyed, this story would not be a sad one, but just then he looked down toward the street and saw a large bear standing on his hind feet. It was not a wild bear that lived in the forest, but a tame one and a man held it with a chain which was fastened to a collar about the bear's neck. Rupert had seen the same bear once before and knew that it would not hurt him, and he wanted so much to see it dance while the man sang a tune.

So he ran away so fast that he could not hear the little voice at all, and laughed very loudly to see the big bear dancing.

After the man had collected all the pennies he could he led the bear away.

Rupert was very much excited and started to follow the man with the bear, going off the sidewalk into the street.

Suddenly he remembered what his mother had told him about the dangers of the street, and started to turn back and go home.

A team with a heavy wagon was following along behind the bear and as Rupert turned suddenly around he saw himself right in front of the horses and before the driver could stop the team he had been knocked down by the wagon tongue and one wheel had passed over his right ankle, crushing it badly.

He was carried to his home and the doctor told his weeping mother that his foot must be taken off.

Then came long weeks of pain and suffering. It was a sad household. Rupert knew if he had obeyed his mother it would not have happened. At last he was able to walk on crutches. He could not run and play with other children and was often left alone with no share in the sports and games of the school.

He is a grown man now and often thinks how his disobedience has cast a deep shadow over his whole life and that he can never be a whole man.

Children should always obey their parents in everything. How nice it is to have parents who can tell you what is right and wrong before you are old enough to find it out for yourselves.

How fine to belong to a household, with father and mother to love and protect you and keep you from harm and then if you have sisters and brothers how beautiful it is to love them and always be kind to them.

A BEAUTIFUL CHAIN.

Children are like links in a beautiful chain. Every smile, every kind word or action adds more beauty to the link.

Impatience, anger, disobedience, shirking of duties, quarreling, telling falsehoods, all tarnish and blacken the links.

Let each one keep his link bright and beautiful and we shall have a splendid chain.

A little girl once said to herself: "I shall always try very hard to obey my parents and teacher cheerfully and quickly in everything they ask. I know they are given to me by my Father in Heaven to teach me what is right. I shall always try to do what I know my parents and teacher would like me to do even if they do not tell me about it. I will try to be always kind and patient with my little sister and brother."

That little girl was loved by all who knew her, and so if you want to be happy and kept from trouble and harm always remember to obey your parents quickly and cheerfully and to do nothing that you know will displease them.

I would not enter in my list of friends,
(Though grac'd with polish'd manners and fine sense,
Yet wanting sensibility), the man
Who needlessly sets foot upon a worm.
—Cowper.

But screw your courage to the sticking place
And we'll not fail.
—Shakespeare.

In the lexicon of youth, which fate reserves
For a bright manhood, there is no such word as fail.
—Bulwer.

CURRENT EVENTS

New York City.—The New York Public School Kindergarten Association announced this fall a course of six lectures on "Democracy in the Kindergarten," by Miss Patty S. Hill of Teachers College.

Miss Hill's subject at first sight seemed far away from the thought of the little child, but after an able re-statement of democratic principles in government at large, Miss Hill in her first lecture showed clearly the difference between governing "over the will" and governing "through the will," which latter is the democratic and the kindergarten ideal.

Miss Hill spoke of the three levels of human experience applicable both to child and adult, viz.: 1. Relation to our equals. 2. Relation to those weaker than ourselves. 3. Relation to those stronger and wiser. To the child, the third level is represented mainly in parent and teacher.

In a country where every individual is expected "to choose," we should begin to get ready in childhood.

Government "through the will" does not ignore leadership. The three levels of experience indicate different capacities. Strength, wisdom, training give worth and develop leaders for society, state, home and school.

Democracy differing from other forms of government endeavors to set up ideal relations of respect, sympathy and comradeship.

Some are higher not to keep others down but to help others up.

Those on the highest level are to respect and to nurture those still on lower levels. The higher cannot escape their duty to those on lower levels in a true democracy.

Miss Hill applied the democratic principal to leaders in education who are leaders to help. She holds also that in democratic leadership those who are being led have the right to criticize kindly their very leaders.

The supervisor holds a lonely position unless willing to confer with those supervised, and unless those supervised feel free to offer suggestions from their varied experiences.

There must be both docility and initiative, both conservation and progress. Conservation and progress have been called the "two legs" upon which civilization walks.

Society can be enriched only in one way, namely, by variation of one individual from another.

Society depends upon the individual to "see a vision."

The business of society is to scan closely to see if the new is better than the old.

In the kindergarten world what is your attitude towards initiative?

Every individual has two tendencies, namely, to conform and to vary; both are social if the leader knows how to use variations for the benefit of the group.

In the succeeding very practical lectures, Miss Hill has considered the kindergarten program from the point of view of the child's instincts and experiences.

One cannot do justice in a short report but briefly stated Miss Hill has shown, for example: 1. That the childish instinct to nurture, to protect, to control is being fostered in the care of plants, of pets, and of younger children in the kindergarten. 2. That the instinct to talk, to feel, to communicate is met in conversations, stories, songs, nursery rhymes, gestures leading to simple dramatizing. 3. That the instinct to make, to create is encouraged in building gifts and in all manual work. 4. That the instinct to investigate, to explore, is encouraged in walks, excursions, as well as in gift work, industry and art. 5 That the child's instinct to admire, to decorate, to arrange is fostered in stringing, to make chains, in simple designing with tablets and sticks, in the study of pictures, in dramatic games, in the dance, in color work. 6. That the child's instinct to wonder and to worship are fostered in the kindergarten in song and story, in observing natural phenomena as the sky, the clouds, the sun, the storm, the rainbow, in looking up with respectful attitude to parent and teacher and with reverence towards God.

The last two lectures will be given on Jan. 4th and Jan. 11th in the Assembly Hall of the School of Pedagogy, New York University, Washington Square South.

Indianapolis, Ind.—At the annual session of the Indiana State Teacher's Association, the Kindergarten meetings were held at Teachers College. The program consisted of music by the students of the college, a story by Miss Prudence Kinner of Huntington, a game festival and story hour, and an address by Miss Emma Colbut of Indianapolis, Subject: "The Extension of Frobelian Principles in the Grades."

Des Moines, Ia.—At the annual meeting of the Iowa State Teacher's Association, which closed here Nov. 11, addresses were given by Miriam Hoover of Waverly, Louise Whitney of Dubuque, and Mrs. A. L. Haas of this city on the benefits of the I. K. U. Other speakers told how Des Moines captured the convention for 1912.

Hannibal, Mo.—The Fiftieth Annual Convention of the Missouri State Teacher's Association, held here, was very successful. Resolutions strongly recommending arbitration and favoring an early ratification of the treaty now pending before the U. S. Senate, were passed.

Topeka, Kan.—Dr. P. H. Claxton, U. S. Commissioner of Education, attended the Meeting of the State Superintendents here. He is described by the Missouri School Journal as the apostle of the concrete and immediate needs in educational procedure.

Salt Lake City, Utah.—The program for the Annual convention of the Utah Educational Association contained the following: Paper by Miss Qualtrough entitled "The Relation of the Kindergarten Teacher to the School," also "Practical Suggestions," by Mrs. Mary B. Fox.

Springfield, Ill.—I was a visitor at the 58th annual meeting of the Illinois State Teacher's Association and was surprised to find that no department had been provided for the kindergarten. Evidently the friends of the cause in Illinois have been caught napping.

Great Falls, Mont.—The annual meeting of the Montana State Teachers' Association was held in this city December 27-29. The Montana Schoolmaster's Club and the School Ma'ams of Montana also held their annual meetings and banquets at this time.

Toledo, Ohio.—The Law Froebel Kindergarten Training School gave a Twilight Concert December 12th, under direction of Leon E. Edoine. A rich musical treat was provided for all who were fortunate enough to be present.

Sacramento, Calif.—An open-air kindergarten by Miss Shieha, a graduate of Oakland Kindergarten Training School, class of '07, has been opened here.

Oakland, Calif.—Dr. Force, of the University of California, is giving a course in First Aid to students of Oakland Kindergarten Training Class.

New York City.—Myron T. Scudder took possession of the New York Froebel Normal at 59 W. 96th street, some time since, having purchased it. Dr. Scudder is well known as a successful educator.

Laramie, Wyoming.—The annual meeting of the Wyoming State Teacher's Association closed here Dec. 30th. It proved very successful.

Fargo, N. D.—At the annual meeting of the North Dakota Educational Association which closed Nov. 3. considerable prominence was given to rural and industrial education.

TO PRESERVE PICTURES.

It is difficult to use pictures in the schoolroom without their becoming soiled. To avoid this, cut pasteboard a little larger than the pictures and fix to each corner a corner cut from an envelope. These envelope corners hold the picture firmly and yet permit of its being removed.—Western Teacher.

DAILY PREPARATION.

Preparation for a day's work or a single lesson is never complete till the teacher has answered questions like these, satisfactorily: Have I put just as much freshness and variety in this work as I can? Have I tried my best to put myself in the place of these children, and to look at things through their eyes? Have I provided for their natural restlessness, by pleasant surprises, and fresh ways of presenting things? Ask yourself these questions at least once each week.—School Education.

Suggestions for Teachers.

The mental states make the man. The teacher's troubles can be reduced by reducing the mental worries.

Nothing great was ever achieved without enthusiasm.

One teaches much more by what he is than by what he says.

He who has learned how to obey will know how to command.

Punishment should never be greater than is needed to prevent the offense.

That the successful teacher understands that he must educate the parents of the community as well as the children.—Selected.

He who lends to the poor gets his interest from the Lord.—German.

He most lives who lives most for others.

BOOK NOTES

A Book of Programs. By Jane L. Hoxie. Paper, 100 pps., 5x7½ ins. Price 50c; cloth 75c. Published by E. Steiger & Co., New York.

This book provides a general program, a nature program, an industrial program, a festival program and a Sunday School program covering an entire school year.

The Moral and Religious Challenge of our Times. By Henry Churchill King. Cloth, 391 pps. Price $1.50. Published by the MacMillan Co., New York.

Truly a valuable book on a great subject. The author holds that reverence for personality is the guiding principle in human development and succeeds admirably in convincing the reader of the truth of his conclusions.

The American Woman and Her Home. By Mrs. Newell Dwight Hillis. Cloth, 181 pps. Price $1.00 net. Published by Fleming H Revell, New York, Chicago, Toronto.

The American woman is indebted to Mrs. Hillis for this most stimulating and suggestive volume. The Outlook in announcing Mrs. Hillis' articles said "In line with The Outlook's purpose to supply more that concerns woman's special sphere, it announces a new series of articles on the American Woman by Mrs. Newell Dwight Hillis." These articles, which called forth wide-spread expressions of appreciation, possess such worth and practical value that there has been a demand for their preservation in permanent book form.

The Secret Garden. By Frances Hodgson Burnett, author of "The Shuttle," "Little Lord Fauntleroy," etc. Cloth, beautifully illuminated cover, 375 pps. Price $1.35 net. Published by Frederick A. Stokes Co., New York.

The story itself is most beautiful and inspiring. There is mystery in it and the suspense is maintained to the very end. There is "magic"—the magic of love, the magic of growth, the magic of the joy of living. The secret garden, walled in and locked for years, is almost a character in the story. Dickson, who can make anything grow and is loved by all living things; dear, wise mother Sowerby; Colin, the invalid; the wilful Mary; Ben Weatherstaff; and, by no means least, the joyous little robin, who also plays his part—all are figures to delight the imagination and to live in memory indefinitely. "The Secret Garden" opens its kindly gates, not only to all children, but to all who have been children, no matter how long grown up.

Before reprimanding a child, if such a course seems actually necessary, be very certain:

First—That the child knows exactly what you want him to do.

Second—That he knows how to do or to undertake to do that which you request of him.

Third—That the child is not incapacitated by fear of displeasing you from making a start in the right

All children should be carefully tested for defective vision and hearing.

A January Birthday Cake.

(For five little girls, each giving a stanza; or, if desired may be given as single recitatation.)

Said Winter, "This little round hill I will take,
And out of it such a fine cake I will make!"
She frosted it thickly with very white snow,
And patted and smoothed it and shaped it—just so.
With sharp winds to help her, she put on the date—
Nineteen Hundred and Twelve—in figures quite straight.
She edged it with icicle tapers so bright,
Along came the sun and set them alight
"My cake is all ready," cries Winter. (All) "Hooray!
Has anyone here a birthday to-day?"

—*Primary Education.*

THE AMERICAN FLAG.

(For three tiny girls—first one to be dressed in red, the next in white, and the third in blue, and each carrying a flag.)

All—We wear today the colors
To which our men were true;
Long may they wave above us,
The red, the white, the blue.

Red—
Bright as the rays of the morning,
When comes the dawn's first gleam,
Within our much-loved banner
The crimson bars are seen.

White—
Pure as the snowflakes falling
Or early morning light,
Among the bars of crimson
Appear the bars of white.

Blue—
Bright as the sky at evening
When gleam the stars of night,
The blue within our banner
Enfolds the stars of white.

All—
All red, white, and blue,
Forever "shall wave
O'er the land of the free
And the home of the brave."

BONNY FLAG.

Song. Air:—"Baby Mine."

Oh, I love to see you waving,
Bonny flag, bonny flag;
And I feel like danger braving,
Bonny flag, bonny flag;
Oh, the beautiful, the true,
All my heart goes out to you,
Bonny flag, bonny flag;
All my heart goes out to you,
Bonny flag.

In the thickest of the battle,
Bonny flag, bonny flag;
There, amid the drum's loud rattle,
Bonny flag, bonny flag;
You were carried to the fore,
There in spite of cannon's roar,
Did the soldiers love you more,
Bonny flag, bonny flag;
Did the soldiers love you more,
Bonny flag.

WANTED—Back numbers of the Kindergarten-Primary Magazine for October, 1911. Address. J. H. Shults, Manistee, Mich.

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PATRIOTIC. U. S. Shield, Statue of Liberty, Coat of Arms, U. S., Liberty Bell, Bunker Hill Monument, Mayflower, U. S. Flag, 24x36, Landing of Pilgrims, Goddess of Liberty.

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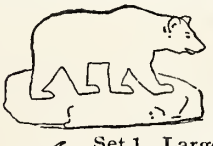


THANKSGIVING STENCILS. Landing of Pilgrims, Home for Thanksgiving, Mayflower, Pilgrims Going to Church, John Alden and Priscilla, Corn, Pumpkin, Horn of Plenty, Sheaf of Wheat, Motto, "O, give thanks unto the Lord, for He is good; for His mercy endureth forever," 10c.

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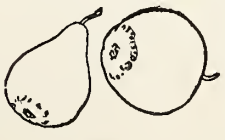
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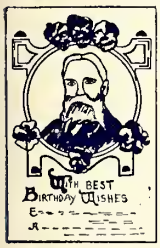
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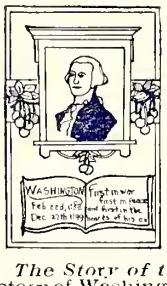
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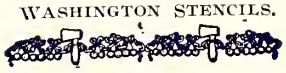
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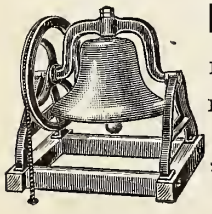
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A BUSINESS STREET IN DES MOINES - Where the I. K. U. will meet in April.

The Kindergarten Primary Magazine

VOL. XXIV---FEBRUARY, 1911---NO. 6.

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational Theory and Practice from the Kindergarten Through the University.

E. Lyell Earle, Ph. D., Editor,

Business Office, 276-278-280 River Street, Manistee, Mich.

J. H. SHULTS, Business Manager.

MANISTEE, MICHIGAN.

All communications pertaining to subscriptions and advertising or other business relating to the Magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor.

The Kindergarten-Primary Magazine is published on the first of each month, except July and August, from 278 River Street, Manistee, Mich.

The Subscription price is $1.00 per year, payable in advance. Single copies, 15c.

Postage is Prepaid by the publishers for all subscriptions in the United States, Hawaiian Islands, Philippine Islands, Guam, Porto Rico, Tutuila (Samoa), Shanghai, Canal Zone, Cuba and Mexico. For Canada add 20c and for all other countries in the Postal Union add 30c for postage.

Notice of Expiration is sent, but it is assumed that a continuance of the subscription is desired until notice of discontinuance is received. When sending notice of change of address, both the old and new addresses must be given.

Make all remittances to Manistee, Michigan.

EDITORIAL NOTES

DEPARTMENT of Superintendence, N. E. A., St. Louis, February 27-29, 1912.

THE nature study that really measures up has to do with the things of nature much more than with books about nature.

To place an irreverant, frivilous woman in charge of a room full of little children at their most impressionable age is crime.

THE nurture instinct and the ability to really "live with the children" are important factors in the make up of every good kindergartner.

KINDERGARTEN culture is the best possible foundation for vocational training. Its value lies quite as much in the ideals instilled as in the hand work developed. The worker without an ideal is hardly worthy the name.

NOT by precept chiefly but by example must the kindergartner lead the children to *choose* the right. What the kindergartner really is has more to do with the moral culture of the children than anything she can say or command.

THE beautiful city of Des Moines, in the heart of the great prairie land, with its central locality, excellent transportation facilities and ample hotel accommodations, affords an ideal place for the annual meeting of the International Kindergarten Union.

THE small cities, villages and rural districts present a great opportunity for kindergarten growth. They contain over 65 per cent. of the children of America and the field is as yet but little cultivated. Of course kindergartens are not practical in all country districts throughout the year, but there is enough that can be done to warrant a vigorous undertaking with better prospects for growth than in any other direction.

The following educational societies will meet at St. Louis, February 27-29, 1912, during the annual session of the Department of Superintendence: National Council of Education, N. E. A. Department of Normal Schools, N. E. A. National Society for the Study of Education. Society of College Teachers of Education. National Committee on Agricultural Education. Educational Press Association of America.

THE EDUCATIONAL PRESS ASSOCIATION, of which the Kindergarten-Primary Magazine is a member, will hold its annual meeting at St. Louis at the time of the annual session of the Department of Superintendence, N. E. A., February, 27-29, 1912. The exercises will include a dinner, round table discussion of subjects relating to the interests of the Association, business meeting (for members only), reports, miscellaneous business, election of officers, etc.

SECRETARY IRWIN SHEPARD, of the N. E. A., has been considerably embarrassed relative to special rates for the annual session of the Department of Superintendence at St. Louis, February, 27-29, 1912, in consequence of the withdrawal by certain transportation lines of special rates after his advertising had gone out. It is not understood that the withdrawal applies to other than the Central Passenger Association but intending visitors should consult their local ticket agents in advance asking them to obtain necessary information in ample time, or write Mr. Shepard.

HOMELY PLAYS IN THE KITCHEN.

(For Mothers or Mothers' Meetings.)

By Jenny B. Merrill, Pd. D.

One rainy day last summer when the house was not quite big enough for a strong, active, joyous little boy of twenty-two months, I planned to amuse him, after other plays had lost their charm, with a modification of the kindergarten clock games.

Froebel presents "Tick-tock" in his Mother Plays as an exercise to develop the arms by swinging them in imitation of a pendulum. The child may also swing one leg and then the other, even one finger, or mother may catch him up and swing his whole body to and fro much to baby's delight.

Froebel thought that such playful rhythmic exercises would gradually develop the time sense, and possibly aid in orderly living as well as prove good exercise. The young child loves at first to feel these motions in his own body. Later the motion is repeated with swaying balls.

Upon this particular rainy day when we were playing in the kitchen, I was housemaid as well as baby-tender. As no ball was at hand, I thought of an apple, for the kitchen can usually furnish an apple and a string from its many packages. I suspended the apple from the gas fixture just in reach of baby's uplifted arm. He had to stretch well to touch the apple even with his finger tips but that meant a wholesome movement and more fun.

Baby laughed and jumped, sometimes missing, sometimes hitting the apple as it swung to and fro. It went higher and higher as he used more force. We sang:

Tick tock,
Goes the clock;
Tick, tick, tock.

Baby had listened many times to the kitchen clock but we listened again to refresh memory, and then returned to the swinging apple to sing over our "Tick, tock, goes the clock."

Mother wit must again work for the rain continues. A rainy day is long and trying to a child who should be running in the open air. Why not swing two apples and so give a fresh impetus to the fun? A shorter cord is tied upon the second apple and the merry chase begins.

The movements doubled made a contrast to the former more regular beat of "tick, tock." Another jolly time followed as one apple tried to catch the other apple. Suddenly down came one apple. Baby's surprise at the new experience proved a good resting point while auntie found another apple with a stem.

The cheerful tones of conversation help to keep up baby's spirit. It is as it were a "play" with words, and at the same time a lesson in language. Each day enlarges the child's vocabulary. Our baby caught "tick tock" and played with the words on his lips evidently enjoying them as well as the swinging apple. He is not forward in speech but is picking up a few striking words. "Ice" is one such word learned in his kitchen plays. Every day he is allowed to touch the block of ice before it is placed in the refrigerator and to play with a few small pieces. It has proved one of his happiest experiences, and "ice" has come to be a favorite word. He applies it very intelligently to any cold spot which he happens to touch with hand or foot.

Froebel in "Education of Man" writes on baby language advising many simple rhymes to accompany baby plays. So we improvise, "Ice, ice, ice. How very, very nice."

Our baby loves Mother Goose rhymes, too, and they are classics. They can hardly be introduced too early—and have they not some affinity with the kitchen? There are "the dish and the spoon," "the baker's man," "the pie."

"Necessity is the mother of invention." The busy housewife must not desert her kitchen tasks, and yet children must be amused. In reality a kitchen makes quite an ideal playroom. A child of two or three years will amuse himself for hours with paper bags or the clothes-pins or a few pieces of kindling wood.

It is interesting to note what a slight novelty will hold a little child's attention at this age. All the world is new. So many fail to realize this and seek unnecessary toys and exciting experiences that do harm. Give a child a few apples one day, a few potatoes or onions another day to put into the paper bags and he is content. Some mother may object to the use of good food in this way. Then baby's blocks or the clothes-pins may be put in and out. However, a city child is deprived of handling natural objects, hence I use natural forms for playthings whenever possible. A few fruits may be sacrificed for mental food without extravagance.

Our little boy is at the age when he is continually practising "in and out." "In and out" of paper boxes of different sizes, in and out of a wooden box, in and out of a tin box, in and out of a basket, of a stone jar, of a milk bottle,

every variety of receptacle that a kitchen affords, comes into play but one only at a time.

Baby is learning as well as playing. Every change of material gives him a new sensation of touch or possibly a new sensation of sound. Paper, wood, tin, stone, glass are to baby what some newly discovered element in a chemist's laboratory might be to you and to me. He loves to hear the rattle, to feel the smooth surfaces, to grasp and let go, to see the smaller objects he puts in a receptacle disappear and reappear.

While he is playing as we call it, we are privileged to study his little mind. It fascinates us. Some things will hold his attention longer than we expect, some not so long. Follow cautiously his lead is the best rule. What pleases him one day may be discarded next day, for baby is learning the "A, B, C" of materials and when his mind has taken in one lesson, he asks for a harder one. A day in his development advances him possibly more than a week or a month later on. This is why he may be no longer charmed with something that pleased him so much yesterday. Sometimes he will renew his interest in an object after an interval of a few days.

Children differ in their capacity to find possibilities of play in common things. Some must be helped more than others.

The necessary activity of the kitchen makes it the best play-room in the house. Happy is the baby who plays while mother works in the kitchen. He is in the right atmosphere, the busy atmosphere of work. Gradually he may learn to help in baby ways.

NOTE.—Mothers and kindergartners are referred to two excellent books which indicate the use of kitchen materials for older children, viz.: Home Occupations by Bertha Johnston, and The Little Folks' Handy Book," Beard.

It is suggested that kindergartners read and discuss this paper at a Mothers' meeting, or possibly lend the magazine to a few mothers if no meeting is held.

(To be continued.)

Loyalty is the quality that prompts a person to be true to the thing he undertakes. It means definite direction, fixity of purpose and steadfastness. Loyalty supplies power, poise, purpose, ballast, and works for health and success. Nature helps the loyal man. If you are careless, slipshod, or indifferent, nature assumes you wish to be a "nobody" and grants your desire. Success hinges on loyalty. Be true to your art, your business, your employer. Loyalty is for one who is loyal. It is a quality woven through the very fabric of one's being, and never a thing apart.—Mahin's.

THE FROEBEL PILGRIMAGE.

By LUCY WHEELOCK, BOSTON.

"I like the name of your party," said a Scotchman in Edinburgh to one of the Pilgrims, "but it sounds very un-American."

"And why?" asked the Pilgrim.

"Because a pilgrimage suggests an ideal, and we do not associate ideals with America; we think of you as a commercial people," was the answer.

"Possibly the seventy Pilgrims are a saving remnant who will help to redeem the reputation of America through their pursuit of an ideal," said the Pilgrim.

To promote an educational ideal, to honor the name of the man who gave this ideal to the world, and to strengthen the ties which bind together those pursuing the same purpose was the goal of the Froebel Pilgrimage of 1911. Forty Pilgrims sailed from Boston June 17 on the Devonian as the advance guard of the Pilgrimage, visiting Edinburgh and the cathedral towns of northern England, en route to London, where they were joined by the later detachment sailing July 1, augmenting the number to seventy. This number was further increased during the tour in Thuringia to ninety. Never were there more ideal conditions for any trip than those which prevailed during the entire Pilgrimage. Providence favored with fair weather during the entire summer, such as has never been known before in Europe. The conduct of the Bureau of the University of Travel furnished all that could be desired for comfort and for the promotion of the aims of the Pilgrimage. Dr. H. F. Willard proved to be an ideal leader, not only as an interpreter of art and guide in our visits to museums and galleries and for general sightseeing, but also for his sympathetic interest in kindergarten matters. The first relations with school interests were established in the picturesque city of Edinburgh, where the Pilgrims were most hospitably welcomed at an evening reception given by two members of the school board, Mrs. Gulland and Mrs. Leslie McKenzie. With members of the school board and other Scotch people interested in philanthropy and education, a delightful evening was spent listening to Scotch ballads and other music.

The next center of educational interest was the great city of London, where a mass meeting was held in Birkbeck College, under the auspices of the London County Council. One thousand English elementary teachers crowded the room to the top gallery, and such enthus-

iasm at an educational meeting has never been known in this country. James L. Hughes of Toronto, Miss Mary C. McCulloch of St. Louis Miss Lucy Wheelock of Boston, Miss Clara E. Grant and Miss A. K. Williams of London were the speakers on the general topic, "Kindergarten Ideals." A spirited discussion followed, and at the end resolutions of appreciation for those who had contributed to the evening were offered by a lady-in-waiting to the queen. Most excellent and elaborate arrangements had been made by the London County Council for visits to infant schools, which were visited in groups of eight members. The schools selected gave a wide range of observation of the conditions of the people and of the children in various sections of London, and also of the methods employed in the schoolrooms. In every instance a most hospitable welcome was given to the Pilgrims, and in many places refreshments were offered during the morning with true English hospitality. Another delightful occasion here was the reception given at the Froebel Institute in Kensington by the London Froebel Society. Dr. Keatly-Moore, well-known as a former mayor of Croyden, and known to kindergartners as one of the translaters of Froebel's autobiography, was chairman of the evening. Five-minute speeches were made by several of the American kindergartners, and the program was finished by a delightful story told by our beloved fairy godmother, Miss Mary L. Shedlock. A social hour, with refreshments, followed, during which all had an opportunity to meet some of the heads of the elementary schools in London and members of the Froebel Society. After a week in London, the Pilgrims took ship across the channel, and then made their way to the capital of France, where a warm welcome awaited them, given by Madame Charles Bertinot, the president of the Union Familiale.

On a lovely July day the Pilgrims coached through the green shades of the Bois de Boulogne to the villa of Monsieur and Madame Bertinot at St. Cloud, where a delightful luncheon, with all the glory of French cookery, and the grace of a charming French home, was served to seventy joyous Pilgrims. The grandchildren of Madame Bertinot, with flags and drums, were grouped upon the steps as the visitors arrived, and a little boy greeted them with a welcome spoken in excellent English. The villa was set in a lovely garden, rich in lilies, the favorite flower of Froebel, and, as we finished the luncheon with coffee in the arbor, we felt anew the significance of Froebel's choice of the name, garden, which suggests growth and beauty and the true joy of life. Many of the people interested in education assembled on a memorable Sunday afternoon spent at the Union Familiale, built in a quarter of Paris inhabited by the working people, and near the famous cemetery of Pere la Chaise. Here was offered the rare privilege of seeing the wonderful work of Mlle. Gahery, the remarkable French woman who devotes her life and her fortune to the work of the social uplift of the people. Mlle. Gahery lives in the settlement and has organized many interesting lines of educational work, including a kindergarten for the children, classes in domestic science, classes for child study, and a committee for the Trousseau Classes and the Mothers' Union. It was a bit of good fortune that Mlle. Gahery decided to join the Pilgrimage during the German tour, so giving opportunity to know more intimately of her work and of her ideals.

From Paris the Pilgrims passed swiftly through Switzerland to the city of Munich, where many plans had been made for the entertainment of the party under the direction of Fraulein Boeck, the supervisor of the Munich kindergartens. These plans included a delightful evening concert and exhibition of kindergarten work.

The next stage of this modern Pilgrim's Progress was in Thuringia, the scene of Froebel's life and labors. A more interesting and picturesque country cannot be found anywhere, and never was a more unique and ideal experience offered to travelers. Eisenach, the city filled with traditions of Martin Luther and of Saint Elizabeth, was our point of entry. The great day of the feast, however, was Sunday, August 6, when all took an early train to Schweina-Siebenstein to visit the little town and cemetery in which Froebel sleeps his last sleep. Never were skies more blue and an hour more fair than that when we stood, delegates from all parts of America, from Scotland, England, Denmark, Russia, France, and many sections of Germany, around the grave of Froebel. Laurel wreaths from different organizations all over the world were laid upon the grave with appropriate words of appreciation. Seventeen old people of Schweina, who remembered the games they played with the great Froebel in their childhood, brought a beautiful wreath of flowers and laid it upon his grave as a tribute to the friend of their childhood. School children of Schweina sang a hymn, and the little kindergarten children marched around

the grave with reverent steps, and left each a bunch of flowers upon the grave. Froebel has somewhere said that if in a hundred years his cause should prosper, he would rejoice in heaven. Perhaps his spirit rejoiced on that day when this recognition of his great educational ideal was given by those who had come from many lands and climes to pay their tribute to the great leader. The last evening in Eisenach was spent at the Wartburg, where the illumination of this famous castle made one feel like a visitor in fairyland.

And can any Pilgrim ever forget the cordial reception given us at the school in Keilhau by its present head, Herr Dr. Wächer, and his friendly wife on a sunny August morning after a delightful drive through picturesque scenery? Shall we ever forget the taste of the potato salad, made famous in Keilhau by many generations of boys and training students who have sampled its excellence, or the charming setting of the little group of school buildings circled by the friendly and smiling hills, giving of their strength and health to the boys so favored by fortune as to gain their education amid such pleasant surroundings, and under the guidance of so many enlightened teachers, and in such a true home? Let us not forget either the all-day drive through the superb Schwarzwald, accompanied by the singing Schwarza river to Oberweissbach, the birthplace of Froebel. At the end of the long and narrow street of this little town we find the house and room in which the child was cradled who was from these narrow surroundings to send forth a message to be heard around the world. One could only ask "Can any great thing come out of Nazareth?" as one saw the narrow, cramped conditions of the people of this little village.

Dresden was full of interest for the kindergartners, with a visit to the Institute founded by the Baroness Marenholz von Bülow, and still carried on in her name. Another day was spent visiting one of the typical institutions of Dresden, the Volksheim. Here, in a great forest of many acres, we saw hundreds of little children of Dresden who are carried out every day to play in the green wood and to gain health and strength and joy. A membership of 5,000 parents who pay a small sum every year makes this work possible and permanent, as the forest is a gift to the city by a public-spirited citizen of Dresden.

The days in Berlin were red-letter days, beginning with a charming reception at the Lyceum Club, where we were privileged to meet some of the leading club women of this German city, and to enjoy the delights of tea in a German garden. One of the most notable institutions in Berlin is the Pestalozzi-Froebel House, which provides for children, from the babies in the nursery, cared for under modern hygienic conditions, to the young women training in domestic science and in kindergarten work. During the day hundreds of little children come to the several kindergartens, and after school hours older children come to the kinder-horte, where manual training is given, and also an opportunity for study of school lessons in quiet rooms under direction of teachers. After the supper an hour for play in the garden is allowed, and then the older ones take the little ones home, thus keeping together the members of the family. The doors of this hospitable institution were wide open for the Pilgrims, and two very profitable days were spent there inspecting the complete and interesting exhibit of the hand work of children and training students and in visiting the various kindergartens and other departments. The social afternoon spent with Frau Dr. Clara Richter, her colleagues, and members of the committee over the tea cups and in the garden listening to the strains of the orchestra, strengthened the bond of friendship and made the Pilgrims feel at one with these German women who are working towards the same end.

Frankfurt also opened her hospitable doors to the Pilgrims, including the historic Kaiser-Saal in Römerberg, one of the most picturesque of the mediaeval squares in Europe. The Pilgrims' feet here trod upon velvet carpets spread for the occasion and walked between rows of palms and potted plants, arranged in their honor, and were greeted in the splendid hall by the second Burgomeister with words of warm welcome from the city of Frankfurt. The city's treasures of silver and gold were spread upon tables to gladden our eyes, and an English-speaking teacher gave us a running sketch of the history of Germany as illustrated by the pictures of Emperors upon the walls. The ladies of the Frankfurt committee, under the leadership of Frau Marta Back, the president of the Deutscher Froebel Verband, entertained the Pilgrims royally at a banquet given on the evening of their arrival. Two hundred people sat together and enjoyed the viands and the toasts given by both German and American speakers. Scenes from the Mother-Play and from the life of Froebel were shown upon the stage. These little plays were especially written and arranged for the enter-

tainment of the American guests. The city of Frankfurt has an especial interest for the kindergarten world because it was the place where Froebel first discovered his life work when he became a teacher in the model school, and felt himself, as he expressed it, "Like a fish in the water, or a bird in the air."

From Frankfurt to Heidelberg was a short trip made in the evening. Nowhere were more delightful arrangements made than in Heidelberg by the ladies serving on the reception committee. Every Pilgrim will treasure her leaf of ivy given as a souvenir of the day with this inscription in letters of gold:

"Alt Heidelberg du feine
Du Stadt an Ehren reich
Am Neckar und am Rheine
Kein andre kommt dir gleich."

The evening spent in the Schloss garden illuminated with hundreds of golden lanterns was a fitting climax to a glorious day. There we were honored with the company of the Burgomeister and Frau Burgomeister and other notable women of Heidelberg. At the end we were ushered into wonderland through the illumination of the castle. The old "Gesprentge Thurm," covered with the growth of ivy of centuries, revealed the mystery and beauty of its cavernous recesses under the glow of the rosy light. It was well that the last day of the pilgrimage in Froebel land should end in a high and glorious light, suggesting the illumination and uplift of the experiences in the old country, to which we had come as strangers, and which we left with warm feelings of friendship.

Of the results of this pilgrimage it would be premature to speak. Of one thing we are certain, that in the future there will be closer affiliation with our foreign sisters, broader sympathy and better understanding of the dream of universal peace which is cherished by all who desire to bring nearer the era of good will and peace to men.

The teachers of little children should be the leaders in this movement, as they are the leaders to the gate of the future, and the Froebel Pilgrimage of 1911 has been and will be a means of strengthening the links of fellowship which bind together by golden chains the whole round world.

—American Primary Teacher.

It is better to be ready and not be called for, than to be called for and found wanting.—Kate Douglas Wiggin.

The Kindergarten Movement in Des Moines.

MINNIE WAITE ROZELLE.

All through the Autumn days, out of the frost and glow of Winter, through the mellow sunshine of the Spring, they came marching into our forty one kindergartens, fifteen hundred strong, fifteen hundred pairs of sturdy feet, dancing and skipping their way into the path of knowledge; fifteen hundred children awaiting the touch which should make of them good men and women, and loyal citizens of these United States.

These were but the van guard.

Des Moines is the City of Certainties, and her progress is marked, not alone by the smoke of her busy factories, nor by her boundaries of rich farm lands, nor by her teeming population, but by her comfortable up-to-date school buildings, which dot the city, by her seventeen thousand happy faced children found in the fifty nine buildings, and by the hearty co-operation between patrons and schools. Twenty per cent of the city's population is to be found in the school rooms of Des Moines. As the city grows the schools will grow. In a few years the fifteen hundred children in our kindergartens last year will make but a small showing.

The kindergartens of today date their start from a very humble beginning. There came to Des Moines, many years ago, a lovely cultured woman recommended by Miss Blow as a good kindergartner. Her name was Mrs. Lucy B. Collins, and her coming was in response to a call from some ladies, who wished her to open a private kindergarten for their children. Her work was eminently successful. We have with us today, kindergartners, who, as little girls, attended that memorable school of Miss Collins. Her works do follow her, for we have none in the corps better trained, or with higher ideals of living.

Mrs. L. M. Wilson, Principal of Irving School, (later connected with Stevan School, Chicago) kept close watch of the little kindergarten, and when a vacancy occurred in her building, in the primary grade, prevailed upon Mrs. Collins to accept the position, using her kindergarten method in so far as they seemed compatible with the primary work. So favorable an impression did the work of Mrs. Collins make that in 1884 she was installed in the first public kindergarten in connection with Irving School. The Board

of Education of that day are to be commended for their prophetic vision. The kindergarten in the United States was then in its infancy, Des Moines being the second city to adopt the system.

The story of the years is soon told. After three years of steadfast effort, Mrs. Collins laid down forever the work of her hands. Her death came as a severe blow, but so well had she wrought, that kindergartens were firmly established in Des Moines. Her labors had been arduous for she continued in the practical work of the kindergarten, as well as in the training of young teachers for future work.

Mrs. Collins was succeeded by Miss Rose Morrison. It was left for Miss Morrison to work out many details, and to continue Mrs. Collins' work of strengthening the tie between the kindergarten and primary grades. Right bravely did she meet the issue. Weakness or uncertainty, at this crisis, would forever have settled the destiny of the kindergarten in Des Moines.

Miss Morrison received a flattering call to Cleveland, Ohio, and was succeeded by Miss Emma Fletcher, who, after a year's faithful service, resigned in order to have further study in Europe.

Miss H. Adelia Phillips followed Miss Fletcher as supervisor. The qualifications of Miss Phillips, for her work, were of the best. Coupled with her excellent training, she had executive ability which amounted to genius, and it is to her untiring efforts and consummate skill that the kindergartens of Des Moines have won place in the front ranks of the country. She held office between the years 1894 and 1910.

The year 1907 marks a memorable epoch in the history of the Des Moines schools. Up to that time the city had been divided into seventeen independent school districts. In 1907, by popular vote, the districts were merged, and the Herculean task of the consolidation of districts devolved upon Supt. W. O. Riddell. It was a time almost of peril for the schools, but Mr. Riddell has handled the situation so courteously, and carefully, that in an unbelievably short time the schools are one. District prejudices have fallen, and intense loyalty prevails along all lines.

Very few of the annexed districts had kindergartens, and the work of equipping the rooms, and starting the new workers fell upon Miss Phillips. One can readily see the difficulties which lay before her. Primary teachers, who, for years, had taught beginning children, were like Rachel weeping for her children; parents had to be taught that the kindergarten was not a new fangled play room; public sentiment had to be educated. In all this work of guiding and shaping the new policy, Miss Phillips was a leading spirit, and it was with sincerest regret that her constituency learned of her resignation on account of ill health.

To-day the kindergarten and the primary teacher are good comrades. The present supervisor, Miss Bessie Park, means that they shall be. Miss Park is a graduate of Drake University, and has had the advantage of Columbia University. She is a womanly woman, who brings to her work enthusiasm and perseverance.

She feels that her best aid, aside from the loyalty of her teachers, comes from the mothers' clubs. There is an atmosphere of home, very delightful, when one sees the mothers of a district, bringing their work and spending an occasional afternoon with the little ones. The help and understanding received from the joint meetings of mothers and teachers is mutual.

A wheel within a wheel is that of the Froebel Association. The membership includes, kindergartners, grade teachers, principals and many mothers. Their meetings occur monthly, and the programs are devoted to those subjects tending to the welfare of all childhood. The Association is responsible for the opening of the first Vacation Schools, and has been an active force in assisting Roadside Settlement House in social work.

One long ago meeting of the Association is specially remembered. Miss Annie Howe, now widely known to all kindergartners, as the director of a model kindergarten in Japan, gave an address upon her work, showing the copper bowls and individual towels used by her little people in Japan. That was nearly fifteen years ago, so the hue and cry against the common bowl and towel is not entirely modern. On Miss Howe's departure she left upon the library shelves, two volumes of Mother-Play printed in Japanese, which recall anew the pleasure she gave the Association.

During many years our kindergartners were chosen from our own training class for young teachers. This class was limited in membership, the work covering two years, and being conducted by the supervisor. As the city grew, the supervisor found her entire time taken by actual

class room supervision, so the city work was turned over to Drake University, which was just at that time starting a training department for kindergartners.

The cadets take a two years course, doing their practice work in the city kindergartens, under the supervision of the kindergarten directors.

For some years it has seemed expedient to handle the kindergartens in crowded districts in two sessions, half of the children (usually the younger) coming from nine until eleven fifteen in the morning, and the other half from one fifteen, until three fifteen in the afternoon.

Just now there is in Des Moines a feeling of pleasurable anticipation, not only among the kindergartners, but among teachers, principals, supervisors and officials all along the line. We await the coming of the I. K. U.

Across the hills and rivers, over mountains and plains we send our greetings and warm words of welcome.

Abstract of Lecture on Third and Fourth Gifts.

HELEN LASKEY
Senior Class, Law Froebel Kindergarten Primary School, Toledo, Ohio.

The third gift consists of a wooden cube two inches in each dimension divided twice vertically and once horizontally into eight small cubes. "The most important characteristics of the gift are contrasts of size resulting in the abstraction of form from size; increase of material as a whole, decrease of size in parts; increase of facilities in illustrating form and number."

The fourth gift consists of a two-inch wooden cube, divided once vertically, and three times horizontally, into eight equal parts. Each part, two inches long, one inch wide, and one-half an inch thick, is known as a parallelopipedon. Hence we derive at once the salient characteristic of the gift, dimension.

Though the third and fourth gifts resemble each other in their entirety, they are quite different when resolved into their parts. Each cube is composed of the same number of equal parts, but in the oblong or parallelopipedon of the fourth gift we have three different dimensions, while each part of the third gift cube is a perfect one inch cube.

The salient characteristic of the third gift may well be brought out by comparing this cube with the second gift cube. Like the latter cube, the third gift cube is based on the idea of unity; it is a unit in itself, but now divisibility enters as a new factor.

Essentially a building gift, it appeals to the child because it corresponds to his blocks. The child to whom this gift is given is at the age when he wants to investigate everything, and take everything apart. It is the destructive age. He loves this cube because he can take it all apart and build things with the blocks.

As we have seen, the salient characteristic of the fourth gift is dimension. The advantage of the different dimensions in this gift is immediately seen in building with it, for now a greater height and greater extension is possible, resulting in a greater possible inclosure of space. There is greater scope for the child's creative ability, since he is able to build with his "bricks" placed in three different positions, enabling him to construct high, long, and square forms.

The natural law of the third gift is transformation, and here we must constantly bear in mind "always transform, never destroy." With this idea in mind we first give the child the unit, the whole cube, then by a series of simple changes connected throughout with a little story, we lead him by means of these transformations back to the original form, the cube, showing by this process what can be done by changing the relation of parts of the cube, and at the same time the importance of the unity of the gift. Satisfying his desire to investigate and pull to pieces, we must show him that the power to combine is just as great.

The fourth gift brings out two important physical laws, those of balance and continuous motion. For example, take walking. So unconsciously do we do this that we hardly realize that it is only by a perfect balance of the body that this exercise is possible. An instance of the second law, is the action of the waves, never-ending and restless. This can be well demonstrated with the fourth gift blocks by placing them in a line, on end, with the broad faces toward each other. Strike the first block gently, and the remaining seven will fall in rapid succession. By this means, a great principle can be put in attractive form for children, who are always entertained with this performance.

Three rules are important in giving the building gifts.

I. Always build on the squares of the table. By insisting on this rule, the children have a basis on which to work, and hence are more

accurate and careful than they could be if allowed to build at random.

II. Always transform, never destroy. This puts before us the necessity of presenting the idea in its unity with other ideas as necessarily secondary. Again we have a simple expression of a fundamental principle in nature for nothing in nature is ever destroyed, but only transformed.

III. Use all the material, for unused material is wasted material. This fact is significant without explanation. It is the same with any talent we may possess. It does no one any good if allowed to lie dormant.

Using these two gifts separately, the child learns something of symmetrical design in the beauty forms; learns the general forms of objects in the life forms; and obtains the first four principles in arithmetic in the knowledge forms. He should gain a clear knowledge of these things before working with the two gifts combined. For with the gifts in conjunction there is a greater complexity in arranging the material and in using all his material. With this difficulty comes also an advantage; greater accuracy, beauty and intricacy of design; greater scope for his creative ability in building; and a clearer way of presenting number work, also greater possibility for advanced work in this line.

Something of square measure can be taught by showing by means of the squares in the table that one small cube fits exactly over one square inch. With the fourth gift, linear measure can be shown by arranging the blocks in a long line.

Since Froebel's gift system follows a logical sequence, the fourth gift is naturally more advanced than the third, for the idea of three different dimensions instead of three like dimensions is more complicated and difficult for the child. It is interesting to notice that the third gift cube symbolizes the first perfect cube, 8, thus giving a correct beginning for this part of arithmetic.

After becoming fairly well acquainted with each gift, it is a good exercise for the child to use the two together. This gives variety and strength to the building, whether forms of life, beauty or knowledge are constructed.

By giving this combined work, the child gains in dexterity, and in ability to handle more material, which is the preparation he needs for his work with the fifth gift, with its many parts.

Questions on Third and Fourth gifts.

1. Describe third and fourth gifts fully. Give comparisons.
2. Give the salient characteristic of each. Illustrate.
3. Give the natural law of each. Illustrate.
4. How are the building gifts given?
5. What is gained from life, beauty and knowledge forms of each gift, when used separately, and when used together?
6. From which gift is square measure learned? From which linear measure?
7. Which is the more advanced gift and why?
8. What is the advantage of using the two gifts together? Illustrate.
9. How should this exercise be given?
10. How does it prepare the child for the fifth gift?

THE GROWTH OF THE KINDERGARTEN IN THE SOUTH.

By Myra Winchester, Ft. Worth, Texas.

When we were little children we loved to stand with our backs to the door-post once a year and have our height measured, and the number of feet and inches recorded and compared with the previous year's record. We liked also to speculate on what the next year's measure would probably be.

It was a good experience. It is an experience which we do not tire of repeating; for that reason, we never get over liking to measure our growth. Hence arises our interest, as teachers, in verbal and printed reports concerning the increase in the total number of kindergartens in our section of the country, the number of training schools, the number of students in these schools, the number of cities having public school kindergartens, and so on.

As we acquire years and wisdom, we learn that some phases of growth are neither measurable nor recordable. We begin to understand that there is a distinction between growth and development, and that the series of marks on the door-post, however agreeable and gratifying, do not serve to tell us of the invisible progress made of the gradual unfolding of powers and of insight.

In considering, then, the growth of the kindergarten in the South, we shall do well to bear in mind this distinction and to note not only the quantitative extensive increase, the figures and facts that can be counted and tabulated, but also the qualitative intensive development, less obvious than size and numbers, but none the less real and vital.

It is not my purpose in this paper to deal with statistics, interesting though they be. The reports of our officers give us numerical details in concise form, and we can study them at our convenience, and be encouraged by them.

Rather do I wish to discuss:

1. Two of the factors which are potent in fertilizing and shaping the kindergarten in the South (indeed in America).
2. The probable direction of our future expansion and our responsibilities therewith connected.

1. Of the factors which make for growth we

should recognize first what may be called "Extension of Motherhood." Gradually we are coming to understand that motherhood is something far more than a relationship between parent and child. Motherhood is a quality, an attitude of mind, a spiritual property possessed by men as well as by women. Our entire country is being touched and penetrated by the spirit of motherly nurture and earnestness. It is this which is responsible for the establishment everywhere of agencies for the better care and understanding of children. The Child Welfare Movement, the National Congress of Mothers, the Visiting Nurses' Association, the Playgrounds Association, and so on, with their various branches are directly motivated by the sense of nurture stirring in the hearts of motherly men and women.

The kindergarten owes its visible existence to this fertilizing, fostering impulse; for the needs of helpless little children have never failed to bring a tangible response from society. And so there has sprung into being various instrumentalities through which the motherly instinct has raised itself into consciousness, and reached out to bless.

Church societies, social settlements, kindergarten associations, and other forms of private benevolence have brooded and nursed into healthy life our kindergartens, and the kindergartens have brought with them a train of other good things for children.

Paternal government we fight shy of; but the maternal attitude in society we rejoice in and plead for its continuance.

If the first factor in our growth is the mother-element of humanity, the second factor may be termed the mother-in-law. The first gives us our being, and the second helps to shape and direct us. Criticism is its other name.

Sometimes the criticism is harsh, undeserved and ignorantly applied, sometimes it is kind, just and intelligent; always it is productive of good results in the long run. To be sure, our spirits sink under the sense of disapproval. We fear setbacks and failures. Consciousness of obstructions and dread of defeat make us heavy-hearted. But since we have lived through so many threatened disasters we have begun to recognize the existence and meaning of the two forces at work in the universe, the centripetal or closing-in and the centrifugal or raying-out. And we learn that the drawing in process is necessary, and is really preparatory to a fresh outflow of strength and vitality. So we comfort ourselves and re-read our Browning with keener appreciation than ever before of his words:

"Then welcome each rebuff
That turns earth's smoothness rough,
Each sting that bids nor sit nor stand, but go!
Be our joys three parts pain!"

Criticism—the mother-in-law of society—therefore has taught us to be grateful for the exposure of our weaknesses and errors, since censure tends to make us less bumptious, more wise, and more zealous to reform the abuses that constantly creep in among us. Criticism is making us look well to the hygiene of our kindergartens, to the improvement of conditions which affect the physical child. It is stirring us up to be better psychologists, to be sensibly scientific in our ideas and methods. It is rousing us to understand wherein lies our responsibility for bringing about a closer relation between the kindergarten and the graded school.

2. This suggests the secret point, the direction and character of our future development.

Looking back over two decades of kindergarten in the South, we see how its numerical strength has increased, and also how there has been a steady advancement in public sentiment and intelligence. This advancement has taken the shape of a definite sequence like the following: First, there were private kindergartens regarded as more or less of a luxury for the children of well-to-do people. Second, the motherliness of good men and women began to provide "charity" kindergartens for the poor and neglected children, and churches and settlements and kindergarten associations gave and continue to give glad and generous support to such kindergartens. Third, as a direct outgrowth of the work of kindergarten associations there have evolved training schools for young women, established primarily to fill an immediate need, and continued since because they have become their own excuse for being. Fourth, the state legislature has been induced to pass a bill making it legal to institute public school kindergartens. Fifth, local boards of education have partially, then entirely, taken over the care and education of little children. And sixth, the state and city normal schools have incorporated the kindergarten training schools, making them into a regularly integrated department.

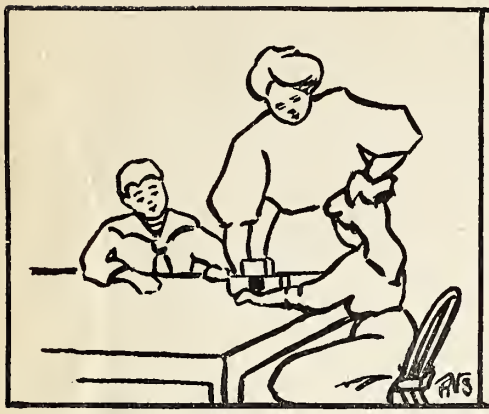
Thus we see that the path of progress has been from a private and narrower philanthropy towards a broader sense of social relationships which realizes that the state should be the true nurturing agency; that a country like America, in which the ideals of democracy obtain, should of all countries be the one to provide for every stage of education from babyhood up.

We are glad to have it so, and yet a question forms itself naturally, and we ask, "What will the kindergarten grow into as it becomes more deeply and firmly integrated with the public school system?" which of course is its logical aim. Our feeling in letting go is like that of a mother who cuts off her baby's curls and puts him into trousers, and suffers pangs of reluctance all the time she does so.

Some other questions which we must face are: (1) How can we help to keep the mother-element strong and vital in the midst of the necessary machinery of the public school? (2) How can we induce an increasingly better quality of young womanhood to take up the vocation of kindergarten teaching?

In our next period of growth everything will depend upon the character of the young women who go into new localities and there represent the kindergarten. They must be fine and strong and full of the spirit of sacrifice and service. At the same time they must possess excellency of scholarship and a clear idea of their institutional obligations. They must be equal to the situation. They must feel themselves as part of a great vibrating force which is steadily impregnating our social life.

Finally, they and we must all learn to be contented and patient with the apparently halting progress of our work, and frequently remind ourselves that "Growth is slow when roots are deep."



PRACTICE DEPARTMENT

KINDERGARTEN DAILY PROGRAM

NORA KEOUGH

[NOTE—Owing to the delay necessary to reach our subscribers in foreign countries we adopted the plan of printing this program one month ahead. Some of our American subscribers, however, prefer the program in the issue for the current month. We have therefore decided to republish the program for February and subsequent months, followed by the program for the succeeding month, believing this the best plan for the accommodation of all.]

FEBRUARY.

FIRST WEEK.

Monday—Circle—Mother Goose week. Let children repeat the Mother Goose rhymes that they know.

Rhythm—All week teach action to the Mother Goose melodies from "The House That Jack Built," by Riley & Gaynor.

Table 1st—Lay sticks to make skeleton action figures. Round tablet for head. Tell the story of the "crooked man" this way.

Table 2nd—Tell this same story with charcoal and paper free-hand drawing.

Games—Crooked Man dramatized. Bean bags.

Tuesday—Circle—More rhymes.

Table 1st—Humpty Dumpty Sitting on the Wall. Mount on gray paper; wall of white paper marked with black; egg of white paper, free cutting.

Table 2nd—"Humpty Dumpty" had a great fall. Same with egg at bottom of wall.

Games—Crooked Man and Humpty Dumpty dramatized. "Three Little Pigs" dramatized.

Wednesday—Circle—Story of Hey Diddle, Diddle" from "Mother Goose in Prose," by Baum.

Table 1st—Free drawing with black crayons of Jack and Jill.

Table 2nd—Weaving.

Games—Humpty Dumpty, Crooked Man, and Jack and Jill dramatized. Sense games.

Thursday—Circle—Re-telling of story.

Table 1st—Jack and Jill with colored crayon.

Table 2nd—Cutting and folding envelopes.

Games—Same.

Friday—Circle—Week's review.

Rhythm—Week's review without direction.

Table 1st—Make valentines from red paper, fold and cut. Mount on white.

Table 2nd—Free choice.

Games—Use this time to direct and mail valentines. Mail-boxes have been put up in kindergarten previously.

SECOND WEEK.

Monday—Circle—Valentine's Day. Children's thought. A day of love. Song. A recipe for a valentine from Gaynor I.

Rhythm period used for playing mailman. The valentines are gathered that were mailed in kindergarten mail-boxes. These are distributed to children on circle.

Table 1st—Period and as much more time as needed is used for the valentine party. Children have brought their lunches. The lunches are divided and arranged tastily on tables spread in middle of kindergarten. Decorations in red and red candles add to the appearance.

Tuesday—Circle—Talk of the mailman. What the children know about him. Story of "Jerry, the Postman," from Kg. Rev. Feb., 1907.

Rhythm—March, one child as mailman.

Table 1st—Make mailman of sticks and rings.

Table 2nd—Make mailman of blue parquetry and strips.

Games—Little Dave, you are Welcome," from Jenks & Walker.

Wednesday—Circle—Eugene Field's "Sugar Plum Tree," read and told.

Rhythm—Marching.
Table 1st—Clay modelling of candy cones that hung on tree.
Table 2nd—Wrap colored strips of paper around canes.
Games—Dramatize the story.

Thursday—Circle—Re-telling of yesterday's story.
Rhythm—Animals, dogs and cats. Blowing trees.
Table 1st—Free drawing of sugar-plum tree, and things it grew.
Table 2nd—Weaving.
Games—Dramatize this story and "Puss in Boots."

Friday—Circle—Review week's stories and songs.
Rhythm—Review.
Table 1st—Continue weaving.
Table 2nd—Free choice.
Games—Free choice.

THIRD WEEK.

Monday—Circle—Geo. Washington. Who he was. Good child. Brave man.
Rhythm—"Soldier Boy" from Mari Hofer's Singing Games.
Table 1st—Draw free hand flags with colored crayons on white paper. Cut them out.
Table 2nd—Cut hatchets. First traced, then free.
Games—Competition game with flags; "Marching Through Georgia."

Tuesday—Holiday.

Wednesday—Circle—Geo. Washington, a soldier.
Rhythm—As above with soldier drill.
Table 1st—Fold soldier tent.
Table 2nd—Use tents and flags and make soldier's camp in sand table.
Games—As above.

Thursday—Circle—Soldiers. Their lives. Their obedience.
Rhythm—Soldier drill; tramping horses; bugle. A very good rhythm is the combination of Clara Anderson's High-Stepping Horses, bugle, then Gaynor March and run, bugle, and back to the horses quietly until no sound is heard.
Table 1st—Making red, white, and blue badges.
Table 2nd—Make fort with Hennessey blocks, and break down with 2nd gift cubes.

Friday—Circle—A visit to an upper grade room with some definite object in view as to watch a drill or to see a dramatization of some story.
Rhythm—This period used to tell of what was seen and try it, ourselves.
Table 1st—Free-drawing of soldier picture.
Table 2nd—Free choice.
Games—Free choice.

FOURTH WEEK.

Monday—Circle—Begin story of the knights.
Rhythm—Marching and bugle call. Gaynor's "We March Like Soldiers Straight Tall."
Table 1st—Third and fourth gift, build castle.
Table 2nd—Cut castle of four sides of rather stiff paper, fold and fasten with paper fasteners.
Games—Dramatize "I'm Going to Write to Papa" and guess riddles.

Tuesday—Circle—Telling story of how Arthur became king from Homer's stories as told by C. H. Hanson.
Rhythm—As yesterday.
Table 1st—Make castle of Hennessey blocks.
Table 2nd—Finish castle of paper begun yesterday.
Games—A tournament with staff and rings and galloping horses.

Wednesday — Circle — Re-telling of story. Teach "When the Wind Blows," by Batchelor, from Kg. Rev.
Rhythm—Same.
Table 1st—Knight on horse poster from black cutting paper mounted on white.
Table 2nd—Make castle with 5th gift.

Thursday—Circle—All about knights. Read from Eugene Field, "Little Boy Blue," etc.
Rhythm—As before. And "Tin Soldiers" from Neidlinger.
Table 1st—Cut shields free hand until each child has a good pattern, then use it to cut another from black cardboard. Paste cross of white.
Table 2nd—Make castle of 6th gift.
Games—Dramatize Cinderella, play the tournament.

Friday—Circle—Review the story of the knights.
Rhythm—Review.
Table 1st—Make soldier caps of newspapers.
Table 2nd—Free choice.
Games—Soldier drill and marching with flags and caps.

MARCH.

Monday—Circle—The trees of the forest. The winter here, now. Trees are bare. How used instead of coal.
Rhythm—Dramatization of Circle talk. Chopping falling trees.
Table 1st—Panel pictures of bare trees done on white with brown crayons mounted on brown.
Table 2nd—Sixth gift play. Trees of pillars. Houses of bricks.
Games—Snow-man. Marching through Georgia."

Tuesday—Circle—The hauling of trees to river, and how they float down the stream to the mill.
Rhythm—Begin teaching See Saw from Gaynor I.
Table 1st—Free-cutting of group of trees from folded paper. Mount.
Table 2nd—Red, white, and blue weaving. The two-strip weaving to bring out the idea of over and under.
Games—Dramatization of "Billy Goat Gruff."

Wednesday—Circle—What happens at the mill. Recalling of story of Pine Tree.
Rhythm—As above.
Table 1st—Make mill with 5th gift.
Table 2nd—Making screens—folding, cutting, and border of parquetry.
Games—As above.

Thursday—Circle—Putting week's subject together in form of a story.
Rhythm—As before with actual see-saw on circle.
Table 1st—Make sequence story of lumber work with 6th gift.
Table 2nd—Two-strip weaving.
Games—Same.

Friday—Circle—Review.
Rhythm—Review.
Table 1st—Weaving.
Table 2nd—Free choice.

SECOND WEEK.

Monday—Circle—Trees of the forest; the maple trees.
Rhythm—See saw continued.
Table 1st—Weaving.
Table 2nd—Sugar camp with 5th gift.
Games—"Little Mice Are Creeping," from Jenks & Walker.

Tuesday—Circle—Story of the sugar-camp.
Rhythm—Same.
Table 1st—Weaving.
Table 2nd—Clay-modelling of pail to catch the maple sap.
Games—Same. And competition bean bag game.

Wednesday—Circle—All we know of making syrup and sugar of the maple sap.
Rhythm—See-saw.
Table 1st—Sand-table sugar camp. Twigs for trees. Clay pails, tent, and fireplace.
Table 2nd—Free drawing of sugar camp.

Thursday—Circle—All about our camp in the woods re-told. The story of "The Man's Boot in the Woods," by Gertrude Sellon.
Rhythm—Same.
Table 1st—Free cutting of sugar camp.
Table 2nd—Sew circle.
Games—Dramatization of week's circle talks.

Friday—Circle—Review.
Rhythm—Review.
Table 1st—Weaving.
Table 2nd—Free choice.
Games—Free choice.

THIRD WEEK.

Monday—Circle—The coming of spring. Free discussion. Teach "Good Morning Merry Sunshine." Plant seeds in sponge.
Rhythm—The waking of the flowers.
Table 1st—Fold kites and mount.
Table 2nd—Make gate of slats for gift work.
Games—Bean bags and Loobly Loo.

Tuesday—Circle—More about the Coming of Spring. Begin teaching "Finger Folk" from March, 1907, Kg. Rev.
Rhythm—Flying kites.
Table 1st—Drawing pussy willows with black crayons, mounted on gray mats. Real pussy heads pasted on.
Table 2nd—Make fence, group work, all around edge of table with long sticks and Hailmann cubes.
Games—The Little Mice are Creeping and Loobly Loo.

Wednesday—Circle—Story of Mother Earth's House Cleaning, from Kg. Rev. March, '07.
Rhythm—Same.
Table 1st—Fold and mount cup and saucer.
Table 2nd—Make designs with parquetry. Draw it with colored pencils.
Games—Loobly Loo and Billy Goat Gruff.

Thursday—Circle—Re-telling of story.
Rhythm—Same.

Table 1st—The border idea of yesterday repeated.
Table 2nd—Poster of fence with pussy sitting on the rails. Draw tail and ears with black.
Games—The Tournament and Loobly Loo.

Friday—Circle—Review and talk of Easter.
Rhythm—Review.
Table 1st—Weaving.
Table 2nd—Finish border work.
Games—Free choice.

FOURTH WEEK.

Monday—Circle—Easter experiences. Free discussion with children.
Rhythm—High stepping horses and butterflies.
Table 1st—Free drawing of Easter thoughts.
Table 2nd—Free cutting of rabbit from black paper, mounted in poster effect.
Games—Telling and dramatizing the story of the "Hare and the Tortoise."

Tuesday—Circle—Re-telling of story and teach "Little Yellow-Head" from Neidlinger.
Rhythm—Ten little Indians, rabbits.
Table 1st—Cut chickens free hand from yellow paper. Mother hen from black.
Table 2nd—Make barn with clothes-pins.
Games—Dramatize story.

Wednesday—Circle—Begin telling Soap-Bubble Story.
Rhythm—Marching by twos.
Table 1st—Cut egg free hand until you get a good pattern both as to size and shape. Then use it to trace around.
Table 2nd—Paint egg and cut.
Games—Dramatize today's story.

Thursday—Circle—Tell Soap-Bubble story all over again.
Rhythm—As yesterday.
Table 1st—From given pattern, cut an egg broken in middle with chicken's head sticking out. This is cut from egg-shell paper and the two parts are fastened together with paper fastener. Head of chicken colored yellow.
Table 2nd—Build barn with Hennessey blocks.
Games—Drop the handkerchief.

Friday—Circle—Tell Soap-Bubble story. Children re-telling it. Then dramatize story and at the appropriate time bring in bowls of soap water and new clay pipes. The rest of time is spent in soap bubble party.

THE GUEST.

Perhaps you have heard of Jack Frost,
Who's traveling down from the north
To give you a call,
Big folks and small,
No matter what it may cost.

He sails on an iceberg, I know;
And the wind is his captain and crew;
And he reaches our shore
A short time before
The beautiful lady of snow.

He's a reckless young fellow, is Jack;
He has the most wonderful knack
Of pinching your ears
And bringing the tears,
And giving your pitcher a crack.

He cries to the brooks, "Silence, all!"
While he holds every bubble in thrall;
And the finest of skating
Is surely awaiting
The boy who fears not a fall.

—Selected.

THE GRAND RAPIDS KINDERGARTEN TRAINING SCHOOL.

The members of the faculty of the Kindergarten Training School who remained in the city during the holidays, Miss Wheeler, Miss Clark and Miss May Ogilby, received informally Friday afternoon, Dec. 29th, at the school for the graduates who are spending the holidays in the city. About fifty enjoyed an exceedingly pleasant reunion. Representatives from almost every graduating class were present. Among those from out of the city who attended were: Mrs. Ethelyn Haines Woodruff, of Detroit; Mrs. Birdie Bennett Chesley, of South Bend, Ind.; Mrs. Mary Bennett Cranston, of Ada; Miss Nellie Burgess, of Grandville; Mrs. Blanche Fox Steenman, of Texas; Miss Margaret Hopson, of this city, now teaching at Holland; Miss Marie Loomis, who is spending the year in the University at Ann Arbor. A pleasant feature of the afternoon was the reading of Christmas messages from over one hundred graduates from various states, including California, Texas, Mississippi, Wisconsin, Iowa, Ohio, Indiana, Arkansas and others. The Training School re-opened Wednesday, Jan. 3rd. Mrs. Estelle W. Gorrie, an instructor in the school, returned January 2nd, from Chicago, where she spent the holiday vacation, and another instructor, Miss Grace E. Mix, is expected to return from Teachers' College, where she is completing her B. S. degree, about Jan. 30th. Seventy-four students are registered in the school this year.

There is no great genius free from some tincture of madness.—Seneca.

Education gives power; hence it is a blessing or a curse, according to how we use it.—Selected.

REED AND RAFFIA CONSTRUCTION WORK IN PRIMARY SCHOOLS.

I

NOTE.—With slight modification the instructions given will be found suitable for the younger children of the kindergarten.

Raffia is the inner bark of a kind of palm found chiefly in Madagascar. It possesses the advantages of great strength, extreme softness and pliability and cheapness in price.

Raffia is usually received from kindergarten and school supply houses in the form of braided skeins and should be loosened and shaken out, then dipped in water and hung up to partially dry. This will not only remove the kinks, but raffia will work more easily if slightly damp.

In all work of this kind the development of the pupils, rather than the rapid construction of articles, is the end to be attained, but a definite purpose for the articles should always be in view.

The construction work can be adapted to the capacity and taste of children of every age, but we shall now consider methods suitable for first and second grade pupils. The easiest and simplest process consists in winding the blades of raffia around a twine or cord, and the covering of a piece of twine for a picture cord will be the first work suggested.

As these exercises will include braiding, it is best to provide at the outset a number of screw-hooks to be fastened to the top molding, which surmounts the wainscoting in most school rooms, so arranged that the pupils can stand or sit in line while doing the braiding, winding, etc.

For the picture cord above mentioned take a piece of twine about half the size of an ordinary lead pencil, (a few strands of raffia may be used instead of twine), and, say, 30 inches in length. Select a blade of raffia, natural color, and folding back one end of the twine, tie it with the raffia so as to form a loop as shown by Fig. 1. Place the loop over a screw-hook and for first grade pupils let one child hold the other end of the twine perfectly taut while another pupil does the winding. Let the pupils alternate the work of winding and holding the twine from lesson to lesson, thus encouraging the idea of unity of purpose and mutual helpfulness. The raffia should be wound just so as to cover the cord entirely, and when nearly completed the opposite end of the twine can be formed into a loop if desired and securely tied. The loops can be wound also if desired.

A neater job will be had if raffia strands of nearly a uniform width are selected.

Next select two blades of colored raffia which will harmonize with each other and the natural raffia, as red and green. Take one strand of the colored raffia and begin winding from the same end as before but wind around



Fig. 1.



Fig. 2.

NOTE.—Fig. 2 shows the winding with colored raffia. If it proves too difficult at first it can be taken up later.

in the opposite direction and in such manner as to leave about one-half inch of the natural raffia exposed between the windings. After this is completed and securely fastened by tying or otherwise, take the other blade of colored raffia and wind as with the last except in the opposite direction. The result if neatly done will be a beautiful tri-colored cord. In the same way jumping ropes, Indian bows, hoops, canes, etc., can be covered.

We will next construct a picture frame. Take a piece of cardboard the size desired for the frame. Cut it in the form of a circle or of an oval. If the oval form is selected notch the outer edge with a pair of shears, then let the children wind with raffia either colored or



Fig. 3. Showing cardboard wound with colored raffia for a picture frame.

plain or assorted colors, as preferred. The circular frame can also be notched, if desired, and it will simplify the work of winding.

Paste the picture on the back so as to show through the opening to best advantage, and for a neater back finish cut out a piece of colored paper in shape like the frame but about

an inch smaller all around; paste this down evenly. Suspend with a strand of colored raffia or a ribbon, as preferred.



Fig. 4. Showing back of picture frame with loop for suspending the picture.

For another style of picture frame, take a piece of box or pasteboard the desired size, and cut in form of a circle, oval, heart, diamond, shield, etc. Cover the outer surface of the cardboard with gray or other suitable colored paper which will serve as a mat for the picture, then paste on a Brown or a Perry picture or something selected from a magazine or elsewhere, pressing flat until thoroughly dry. Cover twine in the same manner as described for the picture cord, sufficient to extend around the outer edge of the cardboard. Sew the cord so prepared on the edge of the cardboard to form a border, taking care not to let the edge of the board project beyond the cord. The ends of the latter

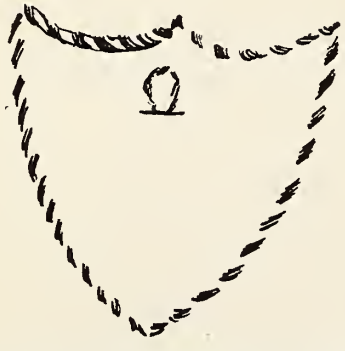


Fig. 5. Showing twine wound with raffia and sewed around the border to form picture frame.

may be covered with a tuft of the raffia or the cord left long enough to tie in a double bow knot, the ends being neatly wound with raffia or finished with small tassels of same.

After sewing or pasting on the back a loop made of two or three blades of raffia, the picture will be completed ready to hang on the wall.

Another method of fastening the suspension loop to the back is as follows: From heavy paper cut a back to fit the frame. Half-way between the center and the top cut a slit, slip the loop of raffia through the slit, and paste down smooth on opposite side. Then paste the paper down evenly on the back of the frame and the picture is ready to hang up.

To make a neat and pretty box, use a strip of cardboard about ten or twelve inches long

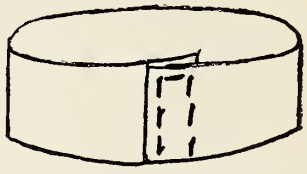


Fig. 6. Showing manner of fastening cardboard ends together for sides of a round box.

and two inches wide. Lap the ends and sew flatly. Wrap it closely around with raffia. This forms the sides of the box. For the cover and the bottom cut a piece of cardboard to fit and make as for picture frames, only making the opening smaller, which may be afterwards darned or woven. Stripes of colored raffia may be used in sides and cover. The bottom is to be sewed in and the cover fastened by a few stitches.



Fig. 7. Showing completed box above described.

After the pupils have mastered the plain winding they will be ready to undertake winding in connection with the buttonhole stitch. This can be practiced best on a ring two inches or more in diameter. One of the Eleventh Gift will answer, or preferably one made by first soaking a hardwood slat of the Ninth Gift, or a piece of flat reed in water until flexible, and forming in the shape of a hoop, lapping the ends and tying securely. Fasten the end of a single blade of raffia to the ring or hoop and holding it where tied, between the thumb and fingers of the left hand, with the right, put the loose end of the

raffia through the ring to the left and after drawing the blade nearly through, bring the end back over the ring and down through the

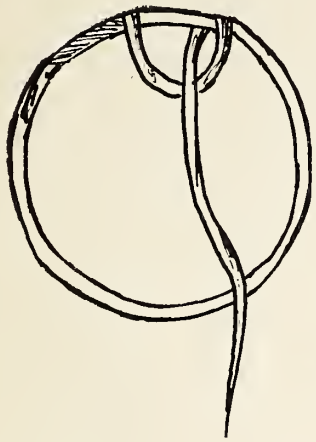


Fig. 8. Showing the manner of making the button hole stitch.

loop thus formed, drawing close. Continue around the ring in the same manner till covered (see illustration).

This is a simple process, probably familiar to every teacher, and is easily learned by the pupil, but requires considerable practice before the child will be able to draw the knots equally tight each time, which is necessary in order that the work may present a neat appearance. Two of the smaller rings may be sewed together neatly through the twisted stitches, forming a napkin ring or fastened together in forms as in ring laying.

A pretty little box may be made of three buttonholed hoops by buttonholing the plain edge, also, of one, and sewing the others on either side, putting the plain edge out and sewing together through the twisted stitches.



Fig. 9. Showing box made of hardwood slats or flat reeds wound with raffia.

The center hoop may be colored and a bottom and cover made as previously described.

After having learned to make the buttonhole stitch correctly in this way give the pupils a needle and let them put a buttonhole finish on such of the round picture frames as were made without notched edges, or on other similar work.

Beginning this work run the needle through

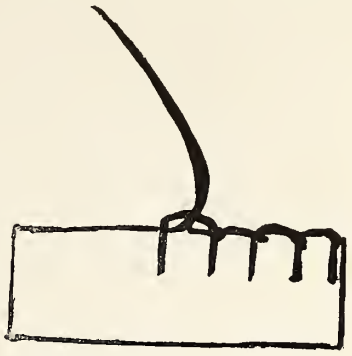


Fig. 10. Showing manner of making blanket button hole finish.

a little back from the edge so as to hide the knot and bring it out at the extreme edge of the mat; put the needle through from the underside about one-fourth inch back from the edge. Proceed as directed with the hoop, but taking the stitches about one-fourth inch apart. For this purpose use raffia of a contrasting color.

Cross Stitch.—What is known as a double overcast or cross stitch makes a very satisfactory finish for an edge, and is easily learned by the children. Insert the needle about three-eighths of an inch from the edge, and sew over and over, taking the stitches about one-half inch apart and keeping them



Fig. 11. Showing manner of making double over cast or cross stitch.

of an even slant. After sewing once around, use another blade of harmonizing color and sew around in the opposite direction, inserting the needle in the same holes.

(To be continued)

The hearts of the Froebel Pilgrims have been saddened by the death of Mr. Henry Snowden Ward, who gave them such a cordial reception at Stratford. Mr. Ward died in New York where he came to lecture on English writers. Also by the death of Fraulein Eleonore Heerwart of Eisenach, Germany, well known as one who had a close personal acquaintance with Froebel and who has done so much for the Kindergarten in Germany. Her death occurred Dec. 19.

STORIES OF THE MONTH AS A BASIS FOR GIFT AND OCCUPATION PLAYS.

NOTE.—These brief biographical sketches can be used as convenient data from which the teacher can construct a story suited to the capacity of the pupils, who may represent some of the objects referred to in the story with the building blocks, tablets, sticks, splints, rings, lentils, etc. Paper folding and cutting, peas and stick work, clay and cardboard modeling, drawing, coloring, etc., can also be employed.

HENRY WADSWORTH LONGFELLOW.

Born February 27, 1807.

Suggestive story for young children.

This is a picture of Henry W. Longfellow, one of the great poets of our beloved country.

He was born in a city named Portland, in Maine, in a home that stood by the sea where ships could be seen sailing in and going out.

His father was a lawyer and a very just and honorable man, and his mother was very kind and loved flowers, music and all that was good.

She taught her children to love these things also and often read beautiful poems to them in the evening.

Henry had three brothers and four sisters. They were all younger than Henry except his brother Stephen who was the oldest.

They were a very happy family and played together happily and contented many merry games.

Henry went to school when he was only three years old, riding on horseback with a servant of the family. When he was six years old his teacher wrote of him: "Master Henry Longfellow is one of the best boys we have in school."

Henry was very fond of playing ball, flying kites, swimming, fishing and coasting.

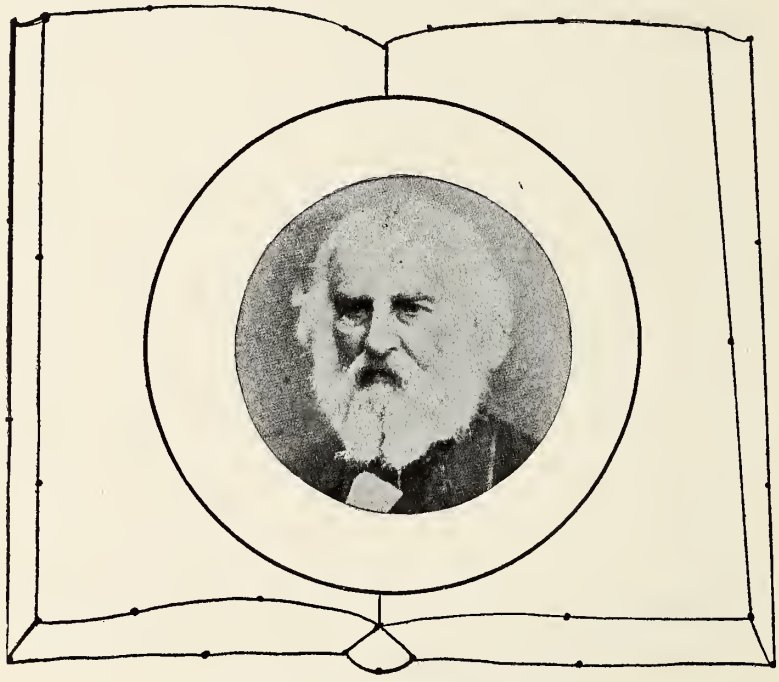
He went hunting one day with his older brother who shot a robin. When he saw the poor little dead robin it made him feel so sad that he never went hunting again.

Henry's grandfather lived on a farm and in the summer time he went there with his brothers and sisters where they enjoyed themselves very much hoeing corn, raking hay, playing in the hay mow, riding the horses and watching their grandfather milk the cows and feed the calves. They enjoyed hunting for eggs, watching their grandmother make butter and tried to help her churn it.

Henry was a handsome boy, always neat in his dress and habits and his sister once wrote of him that he was "true, high minded and noble."

He was unselfish and kind to every one. He wrote poems that made people gentle and better.

He was a teacher in Harvard College at



LONGFELLOW SEWING CARD

NOTE.—Above design can be used as a pattern for sewing cards by placing several blank cards about 5x5 inches in size under this leaf with a perforating cushion under them. Then perforate on the outlines through the cards thus forming patterns for sewing, using thread or zephyr of suitable color. Paste on a Perry picture as shown above.

Cambridge and lived there many years. People came from all parts of the world to see and talk with the great poet.

He wrote the story of Hiawatha, which we all know so well, and many other beautiful poems.

Our public schools are rapidly becoming practical training-schools for practical people, instead of literary academies for supposed future ladies and gentlemen of the leisure class. The situation is most encouraging.—The Pathfinder.



HIAWATHA SEWING CARDS

For suggestions as to use, see preceding page.

JAMES RUSSELL LOWELL.

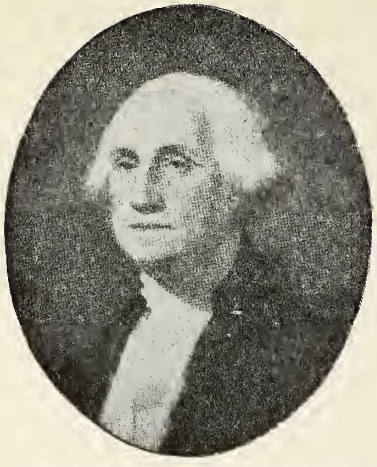
Born Feb. 22, 1819—Suggestion for Talk With Young Children.

James Russell Lowell was born at Elmwood, Cambridge, Mass., and died in the same house in 1891. His father was a minister. He graduated from Harvard College and published at different times several magazines and papers, and was the editor of several well-known magazines. He wrote much, both in verse and prose. Perhaps the "Vision of Sir Launfal" and the "Bigelow Papers" are the best known.

A funny old fellow is Winter, I know,
A merry old fellow is he;
He paints all the noses a beautiful hue,
He counts all our fingers, and pinches them, too;
Our toes he gets hold of through stocking and shoe,
For a funny old fellow is he.

If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest.—Franklin.

A thing is worth precisely what it can do for you, and not what you choose to pay for it.—Ruskin.



GEORGE WASHINGTON

GRACE DOW.

George Washington was born Feb. 22, 1732, on a plantation in Virginia.

Washington's father died when George was only eleven years old, leaving him, with his brothers and sisters, to the care of a most excellent mother. It was the influence of his good mother, more than anything else, which made him the great man which he became.

George went to a little country school where he learned to read and write. In one of his writing-books he copied many good sayings.

He was a tall, strong boy, and very fond of all outdoor sports and games. He was the leader in all games of daring. It is said he could run faster, jump further, and throw higher than any boy in school.

The boys enjoyed playing soldier, and "Captain George" was always chosen commander. Years later when the war broke out, many of his school friends marched under him as their real leader.

He was always good to his mother. At one time he wished to become a sailor, and the boat came for him, but when he went to say "Good-by" to his mother he found her crying, so he said, "Mother, I will not go. I will stay with you until I am a man."

Lord Fairfax, an English nobleman, owned a large estate along the Potomac river. George's brother had married the daughter of Lord Fairfax, and when George was fourteen he visited his brother at Mount Vernon, and became acquainted with the Fairfaxes. Lord Fairfax although a gray-haired man of sixty enjoyed the companionship of this boy of fourteen, and they spent much time together on horseback in fields and woods hunting deer and foxes.

By the time George was sixteen he had learned surveying, and Lord Fairfax hired him to survey his lands. He and another young man would work all day, then wrap themselves up in their blankets, and lie down on the ground to sleep.

He did his work so well the governor of Virginia made him one of the public surveyors.

The French were building forts along the Ohio river, on lands claimed by the English. The governor of Virginia wished to send a message to the commander of these forts.

Washington's life in the woods had well fitted him for this perilous journey. Dressed as an Indian and with an Indian guide he took this trip, the entire distance being about a thousand miles.

When Major Washington returned to Virginia the Governor made him a colonel. During this war with the French Washington had two horses shot from under him and four bullets went through his coat, but his life was spared for a greater war later.

Colonel Washington was made commander-in-chief of the American army in the Revolutionary War. This war lasted seven years, and at its close America was free from England.

Now Washington wished to live a quiet life at Mount Vernon, but the country still needed him, and a few years later he was chosen the first President of the United States.

New York City was then the capital, and from the time he left his home at Mount Vernon till he reached the capital crowds of gaily-dressed people bearing baskets of flowers hailed his appearance with songs and shouts of joy.

He had left off his blue soldier coat, and was now dressed in a handsome suit of black velvet, with white silk stockings, and a satin waistcoat. He was tall, straight, and very distinguished in his appearance.

After serving as president for eight years, he retired to his home at Mount Vernon, where he spent the remaining days of his life, and where he now lies buried.

"Tolling and knelling,
With a sad sweet sound,
O'er the waves the tones are
swelling,
By Mount Vernon's sacred ground."

HEROISM.

Too much cannot be done to instill into the hearts of children an honest love and respect for heroic deeds. They should be led to see that being a heroic boy or girl leads to being heroic men and women.

Have a large picture of Washington draped with the national colors placed in the most prominent place in the room. Drape the walls with red, white, and blue bunting, flags and pictures descriptive of the life of Washington. Red, white, and blue chains made by the little ones may be used for festooning. Decorate the blackboards tastefully with patriotic drawings or stencils and appropriate quotations written with red, white, and blue crayons, and the date 1732-1799—Selected.

LIKE WASHINGTON.

We cannot all be Washingtons,
And have our birthdays celebrated;
But we can love the things he loved,
And we can hate the things he hated.

Perhaps the reason little folks
Are sometimes great when they grow taller,
Is just because, like Washington,
They do their best when they are smaller.

—The Sunbeam.

Good that comes too late is good for nothing.



STORIES, GAMES, PLAYS
RECITATIONS, MEMORY GEMS, ETC.

CHILDREN'S GAMES.

Games take a leading part in the life of the child. They add wonderfully to his joy. Many of them help in his physical development. And there are very few games that do not aid in his mental development.

From this it may easily be seen what an important thing the game is to the child. The mother who has an intelligent regard for her child's welfare must take games into account.

It is, of course, foolish for her to try to make each game in which the child indulges an obvious step in his education. Such a procedure would defeat the very end aimed at. To speak of only one feature, it would make work out of what should be, in its very nature, play. The indirect influence of games is the powerful influence.

All life, in a very real sense, is a game to the child. That is, he enters into first one activity and then another with infinite interest and zest. It is for the mother to help, in a reasonable way, to increase the enjoyment, and at the same time to aid in his development by the medium of each activity.

Children are naturally imitative, and they are naturally imaginative. Both these facts are to be taken into account in planning for the little one's games. The child learns very quickly by imitating. His powers of observation thus are trained, and by modeling his actions on certain examples, he comes to have a knowledge of the way to do things.

The point is to have the examples, so far as possible, those from which he may gain something by imitating. Direction is needed here, and direction also is needed in the matter of imagination.

However, in imagination let the child have the freest possible play consistent with his actual well-being. A child's bent is his very own; it is a possession to be treated with respect. Children are sensitive, especially to ridicule. The little games that they make up themselves are the outgivings of their own nature. Such games indicate originality, initiative, enterprise.

Simple games that children play together are the very best for little folks. Encourage such games. When instructions are needed, have the instructions comprehensible. From the very first, insist on absolute fairness. This is a most important point. It is not difficult to make children realize the importance of this feature. Children are naturally fair; they resent injustice; they soon come to see that all have a better time when each is fair with the others.

If any tendency toward unfairness is in evidence, appeal to the child's reason. Make him understand that the person who is distrusted is disliked. Make him realize that the only victory worth counting is the victory fairly won. A victory obtained by unfair means is infinitely worse than defeat. Show him that in games one cannot always win; that first one and then the other must be the victor, and that the loser should accept his fortune with good grace.

In indoor games, as in outdoor games, some directions often are needed. But, when once started, do not have the children under the impression that they are supervised in their play. Let them, so far as you can, work out their own salvation. This is better for them, and in the end will save the mother much time and effort.

Children, even in large families, will have occasionally to play alone. This is something to be considered by the wise mother. Do not give the child, when he is to play by himself, something in which he cannot reasonably be expected to take interest. Perhaps his interest will have to be stimulated; he may have to be shown how to get what he should out of the game. In this case, start him off; a few minutes spent with him will yield rich return.

Plan out, so far as you can, his lonely hour or day; only, do not let him be too much aware of the planning. The child who can play well by himself is laying the foundation for resourcefulness, for having stores within himself on which he can draw when necessary.

Above all, be your child's confidant in games, as in other things. Make him see that you are interested in what interests him. Encourage him to talk to you about his games; applaud his success and try to have him understand his failures. Nothing of importance to the child in his own little life should be without importance to you.

FEBRUARY CALENDAR.

By Edith E. Adams, Michigan.

How can a little child be merry
In snowy, blowy February?
By each day doing what is best,
By thinking, working for the rest;
So can a little child be merry
In snowy, blowy February.

—Progressive School Journal.

He that does good to another, does good to himself.—Seneca.

ST. VALENTINE'S DAY—FEBRUARY 14.

Tell the children of this good saint whose birthday we celebrate, and how this kind old man showed love for his fellowmen, and how others caught this meaning and helped to carry it out by sending loving letters and verses to their friends.

The valentine thought should be a continuation of Christmas—that of unselfishness and charity.

Kind messages may be sent to the old and sick when other help would be undesirable.

ST. VALENTINE AND THE FAIRIES.

A Dialogue.

Suitable for ten small children.

GRACE DOW.

Suggestions—The Fairies may be dressed in white dresses made of cheese-cloth or white crepe, white shoes and stockings, gauze wings and red caps, hair flowing. The other pupils dressed in any plain color or white covered with hearts.

Tune—Comin' Thro' the Rye.

All.

We are happy little fairies,
Dancing as we go,
For Saint Valentine is bringing
Gifts for us, we know.
Do the children wish to please him?
This shall be the sign:
Those who really love each other
Send a valentine.

First Fairy.

St. Valentine so good and true
Brings what message now to you?

All.

We are not only to remember a friend,
But a message true to a lonely one send.

First Fairy.

Who will you remember?

First Pupil.

This heart so blue and true,
Sick Johnnie, I send to you.

Second Pupil.

Lame little Mary, so gentle and kind,
A token of love from me you will find.

Third Pupil.

Poor Newsboy Willie, who is out in the cold,
With this tinseled heart I also send gold.

Fourth Pupil.

To motherless Carrie, so lonely and sad,
I send these red roses to make you feel glad.

Fifth Pupil.

To sick little Jim, who never can play,
Beautiful love hearts we're sending this day.

Second Fairy.

The children's hearts are lighter by your kindly words of cheer,
But you should also remember the old, who are near and dear.

All.

Papa and mamma the first we will find.
And give to each loved one our best valentine.

Sixth Pupil.

Then each will find an aged friend,
And him a good-will message send.

Seventh pupil.

The good which is to others shown.
Returns again to be our own.

All—Tune: Tramp! Tramp! Tramp!

Hearts, hearts, hearts we still are sending
To our friends both great and small;
They will cheer them on their way,
And will help us all this day
To think more kindly of our good Saint Valentine.

BEDTIME.

E. H. T.

Do you know
Why the snow
Is hurrying thru the garden so?
Just to spread
A nice soft bed
For the sleepy little flowers' head.
To cuddle up the baby ferns and smooth the lily's sheet,
And tuck a warm white blanket down around the roses' feet.

—Progressive School Journal.

THE TINY SNOWFLAKES.

Tiny little snowflakes
In the air so high,
Are you little angels
Floating in the sky?

Whirling on the sidewalk,
Dancing in the street,
Kissing all the faces
Of the children sweet.

Loading all the housetops,
Powdering all the trees—
Cunning little snowflakes,
Little busy bees.

—Lucy Larcom.

ASSOCIATION.

Fools go in crowds.

The goose goes with the geese.

He makes a good journey who gets rid of bad company.

In vicious company you are among your enemies.

HELPFUL HINTS AND SUGGESTIONS

For Kindergartners, Rural and Primary Teachers

TRAIN YOUR VOICE.

A soft musical voice that pleases the ear and soothes the nerves is a valuable acquisition to any kindergartner or teacher. It can be acquired with practice and is well worth the effort.

SENDING WORK HOME TO PARENTS.

There is no one little thing that a Kindergartner or teacher can do that will be more effective than the practice of sending the work of the pupils home to the parents. The children will be inspired to do their best, and even the most indifferent parent will soon become interested.

FOR DISPLAYING WORK.

The following plan has served my purpose admirably: I tack up cloth between the windows, fastening it securely to the edge of the casing, which does no injury to the casing or wall. Then I attach sewing cards, drawings, paper cuttings, etc., to the cloth with a little bit of iron glue, which is easily done and as easily removed when new work is to be put up.

NUMBER GAME.

I place primary number cards on desk or table, printed side down. A child picks up the card and if he can name it the card is his. If he cannot, he places it on the table again and when his turn comes again he picks up another card. When all the cards have been picked up, each pupil counts those he has won and the child who has the greatest number is declared the winner.

EDITH M.

GAMES FOR RECREATION.

The best games for recreation in first grade are those which take but a few minutes to play in which all the children can participate. The following are selected with these points in view:

Place a yard stick across two kindergarten chairs in the front of the room.

The children stand, one row at a time. Each child in the row runs from his seat, jumps over the stick and runs around the room to his place.

The stick must be placed low enough so that the smallest child can clear it easily.

Denver. CAROLINE SMITH.

A LITTLE THING WORTH KNOWING.

A cedar pencil with a hard, sharp rubber in the end, the kind that can be bought of your stationer for a penny, is a good substitute for a rubber pen. It will be found a great convenience when a chart is to be made or when word or number cards are to be written or printed. Dip the rubber in ink and use as you would a pen.

When a ruler is to be used, as in drawing long lines, draw first with pencil, remove the ruler and trace with the rubber pen.

—Selected.

DO IT BETTER.

Do it better!

Letting well enough alone never raised a salary or secured a better position.

And what was well enough yesterday is poor enough today—do it better.

Rescue that daily task from the maw of dull routine—do it better.

Seek out that automatic act of habit—do it better.

Put another hour on the task well done—and do it better.

Strive not to equal yesterday's work—strive to surpass it.

Do it better!—Timely Topics.

DECORATION.

Julia Lehmann.

1. I give the children colored paper strips and they make rings from these and the rings are joined, forming chains. These chains are hung in a corner to form a curtain. In this corner I keep all the articles which they have made, such as wagons, baskets, and paper furniture.

2. I cut out all the little pictures, as horse-heads, and scenes that I can find in magazines. I give these to the pupils to paste on a mounting card about 5 by 3 inches. Then they take a crayola and draw a circle around the pictures for frames. A margin of the same color is put around the mounting card. These make pretty pictures with which to decorate the room.—School Education.

BUSY WORK DEVICE.

Draw circles about four inches in diameter upon drawing paper. By the use of colored crayons have the children make strings of beads. This may be varied in many ways, and thus be made useful in teaching number and color. Have the children draw two black beads, followed by two red beads, one red and two green, or alternate the colors till the string is completed.

Heroism is simple, and yet it is rare. Everyone who does the best he can is a hero.—Josh Billings.

ETHICAL CULTURE

THE OLD MAN'S MISHAP.

Kindness.

An old man was passing along the streets on a windy winter morning.

The sidewalks were covered with snow and ice.

Suddenly a gust of wind blew off his hat and sent it whirling along on the snow.

The old man tried to hurry along after his hat, but was so feeble that he could only creep along over the snowy walks.

Two large boys who were on their way to school saw the poor old man's mishap and began laughing aloud.

A little boy six years old was passing and ran at once to get the hat which had lodged against a post. He brought it to the old man, who thanked him many times and offered him a dime for his kindness.

But the little fellow said, "No, I do not want to take anything for that," and tripped along to school.

The old man cried aloud, "May the Lord bless the manly little fellow."

The big boys had stopped to see the fun, as they called it, but when they saw the kindness of the little boy they felt ashamed and one of them said: "I wish we had tried to help the old man instead of laughing at him. I am ashamed of myself and will never do such a mean thing again."

Which of the three boys do you like the best?

Why?

Which of the two older boys do you like the best?

Why?

Because he was sorry for what he had done and resolved to do so no more.

TEACHING VIRTUE.

Sometime since a committee appointed by N. E. A. to consider the matter of teaching virtue in the public schools made an interesting report. A few of the points given are as follows:

Elemental virtue can and should be inculcated in childhood and youth. To say that children dislike moral preaching is to utter an irrelevant commonplace. There is preaching and preaching, teaching and teaching. Educators must devise and adopt the right methods, but that there are right and successful methods is beyond question.

As the committee suggests, tidiness, obedience, self-subordination may be taught in kindergartens. Honesty, manliness, justice, civic courage can be inculcated in the grammar grades, while the high school—and why not also the college?—should deal with the obligations of family life, citizenship, industrial and social relations and the like.

Mere dry sermonizing will do little good. But illustrations from history and contemporary life, object lessons, readings from classical authors ,tales calculated to stir admiration and present ideals of conduct are not "preaching" or "sermonizing." Youth is impressionable and responsive to noble deeds and eloquent words that come from the heart. "Perfunctory" moral lessons might, indeed, be worse than nothing, but sincere, inspired moral teaching, with concrete applications, cannot fail in the majority of cases.

HOW JOHNNY LEARNED TO HATE A LIE.

Johnny's found an onion;
Least, he thinks it is;
Calls mamma to see it—
Wishes it were his.

"Darling, that's a treasure
Brought me from afar;
Now we'll lay it gently
In the ginger jar."

Johnny grew quite naughty—
Stole the thing away,
Dug a hole and buried it,
When he tired of play.

"There!" he said, "It's hidden—
Hidden quite away;
No one ever can know
I stole it today!"

O, poor, naughty Johnny.
Stolen treasure knew it;
Sent a scarlet tulip up—
Everyone could view it.

Johnny doesn't steal now;
Johnny doesn't lie;
Says it isn't any good
To make his mamma cry.

"'Sides," he says, "It makes me
Feel all bad inside.
Lies are worse than measles;
Know it, 'cause I've tried."

—Alice Spicer.

2012 N. Weber St., Colorado Springs, Colo.

FOUR BE'S.

Be fair in all your work and play,
Be truthful in the words you say,
Be kind to both your friend and foe,
Be patient when things "criss-cross" go.

—Selected.

The purest treasure mortal times afford
Is spotless reputation; that away
Men are but gilded loam or painted clay.

—Shakespeare.

The intellect is perfected not by knowledge but by activity.—Aristotle.

AN APPEAL

Mabel A. MacKinney, president of the International Kindergarten Union, has issued an able address to the members of the organization in which she states the need of funds for the inspirational and propagatory work of the union which is sadly handicapped for that reason, and concludes with the following appeal:

The Executive Board desires to make an earnest appeal to every Branch, and each individual member to make every possible effort to bring associate members into the Union. If two thousand members could be secured it would make possible vastly more effective operations than can be carried on at present. If each Branch will make it a part of its winter plan to secure from its numbers twenty associate members we should have that number. The contribution of $1.00 per year is a small amount for each one to give, and in return she has, besides, the satisfaction of knowing that she is aiding the work of the Union, a copy of its annual proceedings. These reports are in reality a history of the progress and development of the kindergarten in this country, and will, in time, prove invaluable records to possess.

Let us all determine we shall not cease our efforts until these two thousand associate members of the union are secured!

MABEL A. MACKINNEY, President.

Now why not have a prompt and hearty response from Kindergartners everywhere to this appeal, so reasonable and easy of accomplishment. There is scarcely a Kindergartner anywhere who could not secure at least five associate members if she will but set herself about it, and why not do it at once, within 24 hours after reading this appeal. It will help yourself, it will help the cause, and it will gladden the hearts of the faithful ones who are carrying the responsibilities of this work through the I. K. U. Two or three hours work or a half dozen letters to your friends may accomplish the slight task. Then why not do it now? [EDITOR.

NEWS NOTES

Washington, D. C.—Susan Plessner Pollok, of the Kindergarten Normal Institutions, is sojourning with relatives at Gotha, Germany.

Brookline, Mass.—The Brookline Kindergarten Association is doing excellent work locally in the way of advancing the kindergarten cause.

Boston, Mass.—Miss Annie Laws, the well known kindergartner of Cincinnati, has been a welcome guest among kindergartners of this city.

New York City.—Miss Jenny Hunter gave an address on the occasion of the Christmas meeting at the kindergarten training school bearing her name, on the subject: "The Gift of Love and the Christmas Spirit of Giving."

New York.—The Committee of Nineteen met in New York City during the holidays, holding a three-day session.

Fourteen members were present and full reports were presented from sub-committees. A report will be made at Des Moines, where the next meeting of the I. K. U. is to be held late in April.

Miss Mabel A. MacKinney is president of the I. K. U. She called at the hotel where the Committee was in session and conferred with the members at one of the evening sessions.

BOOK NOTES

Music for The Child World. Complied by Mari Rouf Hofer. Musical editor, Fannie L. Gwinner Cole. Volume 3 of this excellent music for the kindergarten contains 132 pages of music, divided into eleven sections representing every phase of child interest, seasons, holidays, etc., with marches, plays, songs and dances for the kindergarten. Published by Clayton F. Summy Co., 220 S. Wabash Ave., Chicago, Ill. Price, $1.50.

Child Songs, by Mary Grant O'Sheridan and Beatrice MacGowan. 15 songs of the season, and other phases of child life, with music. Paper, 32 pages. Price, 50c. Published by Clayton F. Summy Co., 220 S. Wabash Ave., Chicago.

Children's Songs, by Anna Goedheart. A selection of eleven songs with music for the kindergarten and primary grades. Price, 50c. Published by Clayton F. Summy Co., 220 Wabash Ave., Chicago, Ill.

Everyday Songs and Rhythms. By Mary Leora Hall and Sarah Elizabeth Palmer. 25 Songs with music for the children relating to the seasons and things of child interest; published by Clayton F. Summy Co., 220 S. Wabash Ave., Chicago, Ill. Price, 50c.

All animal life is sensitive to environment, but of all living things the child is the most sensitive. A child absorbs environment. It is the most susceptible thing in the world to influence, and if that force be applied rightly and constantly when the child is in its most receptive condition, the effect will be pronounced, immediate and permanent.—Luther Burbank.

KINDERGARTEN GROWTH

[NOTE:—Under this heading we shall give from time to time such items as come to our notice relative to the establishment of new kindergartens as well as articles or statements in the public press or from noted educators favorable to the kindergarten cause.]

THE HISTORY OF A GREAT MOVEMENT.

Samuel Levi was only four years old, he had red hair and a stubborn expression, and when his mother brought him to kindergarten she remarked, "My Sammie is as tough as he can be. I lick him something awful and I can't make him mind." Sammie looked furtively at Miss Atwater and was surprised to receive a pleasant smile of welcome, instead of the look of reproval he expected. Three months later his mother called again and asked, "What have you done to Sammie? I never saw such a change in a child, and he tells me you never lick him." Miss Atwater explained that he was not by nature a naughty child, only stubborn, and that stubborn children should be led and reasoned with, instead of being driven. Mrs. Levi looked happy, and remarked, "I have another little boy, Ikie; I'll bring him around and you can make him over, too."

Little black-eyed Rosie was only three and a half years old when she came to the Hoagland kindergarten in Brooklyn. She looked very old-fashioned and quaint, for her gown, passed down from an older sister, nearly touched the ground, and in her ears were large loops of gold, but, alas, little Rosie had a grave fault; she stole everything within reach, and secreted the articles in her shoes, which were always too large, whether intentionally or not the kindergartner was never able to discover. In vation of frankness, truthfulness, and honesty, and this case special attention was given to the culti- at the end of a year little Rosie had quite outgrown the habit, which would very likely have led her to a life of crime but for the work of the kindergartner.—Exchange.

KINDERGARTEN FOR THE INSANE.

What is to all intents and purposes a kindergarten for the insane at Bayview has lately been established by the Supervisors of City Charities, with a view to keeping the minds of the unfortunates off their condition and helping to bring about cures in cases that are not hopeless. So far as is known it is the first movement of the kind to be started in this country for the relief of the insane. It will be adopted at Springfield and Spring Grove in the fall, the superintendents of these hospitals having found it to be one of the best systems of the kind yet thought out.

Under the direction of an expert teacher the insane at Bayview who are physically unable to work are taught how to play, how to do fancy work, basket making, etc. Technically it is called a re-educational school, for many of the unfortunates have to be handled as children in the nursery or the kindergarten. At the present time instruction is given twice a week, and the work outlined by the teacher is sufficient to keep the classes employed all the time. Nurses in the department are being trained in the art of teaching, and they will be required to keep the work up all the time.

The experiment is meeting with great success, giving light employment, as well as enjoyment, to those who would otherwise be compelled to spend their time sitting about the wards nursing their misfortunes and thinking, as well as they are able to think, of their ultimate end.—Baltimore American.

MODELING IN CEMENT.

How Boys and Girls May Turn Their Skill to Good Account.

From Farnham Bishop's "The Story of Panama," in February St. Nicholas:

The country boy or girl is familiar with mud-pies, which every child has made by the roadside. The city boy or girl has in a great many cases done considerable sand modeling, clay modeling and pottery work. Now, why not use sand with some cement and make the objects permanent? It requires no more skill to do good work with cement than to use carpenter's tools.

A bag of cement, commonly known as one-quarter of a barrel, costs only about forty cents. Such a bagful, when mixed with sand, would form a large number of interesting objects and afford much scope for the exercise of skill. There is a satisfaction in seeing a plastic bit of mud grow into a form under skilful hands, and the use of a trowel, perhaps, and the pleasure is enhanced by the thought that the object may be made as permanent as a rock, and may endure for ages. With this material our young people could easily make flower pots, aquariums, vases for plants in the yard and small pools for frogs and turtles.

So far as we are informed Michigan is the banner state in the number of teachers attending the State Association. The meeting was held Nov. 2 and 3 and the actual paid enrollment was 8,222. There were something over 3,600 paid memberships in Kansas and about 2,500 in Missouri.—Missouri School Journal.

FLOWERS' BED TIME.

The little flowers have gone to sleep
Their playtime now is o'er;
Nor from their earthly beds will peep
Till spring comes back once more.

—Selected.

A good word is an easy obligation, but not to speak ill, requires only our silence which costs us nothing.—Tillotson.

Cheerfulness is health; melancholy is disease.—Haliburton.

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CURRENT EVENTS

Louisville, Ky.—It has been decided to hold the Kentucky Educational Association meeting here June 25, 26, 27.

Houston, Texas.—A petition asking for cleaner amusement from managers of such places has been signed by 3000 school children of this city.

Cincinnati, Ohio.—Miss Edith Campbell who was recently elected a member of the Board of Education is the first woman to hold any public office in this city.

St. Louis, Mo.—It has just been announced that arrangements have been made by Supt. Ben. Blewett of St. Louis to hold all meetings of all departments of the Department of Superintendence in the convention halls, banquet halls and club-rooms of the Planters Hotel and the Southern Hotel, situated but three blocks apart, much more convenient than holding sessions at the Odeon Theatre, about twenty blocks away, as formerly announced.

Nashville, Tenn.—The trustees of the Peabody Education Fund have made an appeal to the friends of Education in America for $1,000,000 to make the George Peabody College for Teachers at Nashville, Tenn., a great memorial to Peabody's beneficence to the South. Already the trustees have given a million dollars, and the State of Tennessee and the city of Nashville half as much more. The trustees offer, in the final dissolution of the fund, to endow the college with an additional half million, provided the college within two years from November 1, 1911, raises $1,000,000.

After reduced railroad rates had been secured and advertised for the meeting of the Department of Superintendence, N. E. A., the Central Passenger Association canceled its agreement, so that at the time of going to press nothing definite can be announced. Everyone who is interested should write the secretary, Irwin Shepard, Winona, Minnesota, for full information about latest agreement with railroad officials and for complete program of the meetings of the various departments.

Dr. Claxton, the new Commissioner of Education, is a most aggressive worker and his administration promises much for education in this country.

We hope to be able to give the program of the I. K. N. meeting in our next issue.

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Celebrating the Birthdays of Great Americans at Little Cost

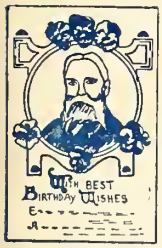
This can be easily done without any interruption of the regular work. To illustrate: On Longfellow's birthday place his portrait on the blackboard, using a stencil, let the morning exercises include a talk concerning him or a reading from one of his great works, give the pupils memory gems from his writings to learn, give out Longfellow sewing cards, etc. Of course this can be enlarged upon as desired, even to an evening's entertainment with an admission fee to be used for the purchase of kindergarten material or other supplies.



James Russell Lowell's Birthday

February 22nd

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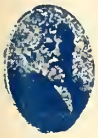


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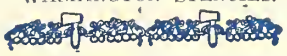
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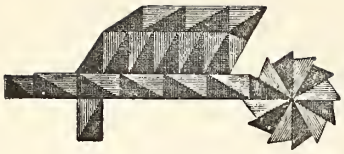
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MARCH, 1912

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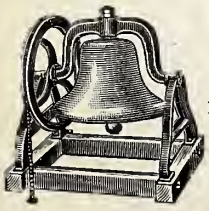
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VOL. XXIV---MARCH, 1912---NO. 7.

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"Oh, the long and dreary winter."

I. K. U. Des Moines, April 29-May 3. Plan to go.

At the request of those in charge of the I. K. U. meeting at Des Moines we have held this issue awaiting arrival of advance program which will be found on page 194.

Education for service, and to a knowledge of the joy of service should be the goal. Education for personal superiority or popularity is low aim in this year 1912.

The people of Des Moines fully appreciate the advantages that will come to their city as the place for holding the next annual meeting of the I. K. U. and a most cordial reception may be anticipated.

A Heart belief in the essential principles of Christianity is a well nigh essential qualification for the successful Kindergartner. The work is sacred; while joyfulness, humor and companionship should abound, irreverence and frivolity can have no rightful part in it.

We publish several excellent articles in this issue along the line of that most important subject—moral training in the schools.

Ella Flagg Young has been unanimously elected superintendent of Chicago public schools. Harriet L. Keeler was recently elected to a like position in Cleveland. Verily "the world do move."

The officers and committees of the I. K. U. have prepared a most excellent program for the Des Moines meeting and now it is due them and they cause in general that each individual kindergartner should endeavor to be present. When this is not possible, at least send in your name and the name of a friend as associate members of the I. K. U. The fee is only $1.00 and each member will receive the year book free.

Notwithstanding the progress that is being made in the establishment of public school kindergartens the fact remains that in this year 1912 the kindergarten is an impossibility to nearly 80 per cent. of the children of America. Verily this ought not so to be, and one way to help in the right direction is for each kindergartner to do her share toward securing the two thousand associate members of the I. K. .U See appeal published in our last issue.

Kindergartners are saying many helpful things at public meetings all over the country which should have the widest possible publicity. These addresses are not subject to copyright, and if they were sufficiently interesting and helpful to hold the attention of an audience for a half hour they undoubtedly would also interest and help the vastly larger audience which the press can reach. Then why not freely offer your address not only to the kindergarten and general educational press but to the publications of general circulation as well. If the value of the kindergarten were understood by even a majority of parents as it is by its followers there would be such a demand for it that the whole problem of public school kindergartners would soon be well along on the road toward solution.

HOMELY KITCHEN PLAYS.
II

BY JENNY B. MERRILL, PD. D.
(Late Supervisor Public Kindergartens, New York.)

Aunt Charlotte was very wise in managing children. The most trivial thing she gave a child to play with was first invested with such a degree of importance that the imagination was aroused to make the most of it.

There is a philosophy behind Aunt Charlotte's method that I heartily commend to mothers. A mother may, for example, make one pea and one toothpick amuse a child more than a cupful of peas heedlessly handled, spilled everywhere and innocent fun shut off with a scolding.

But it all depends upon the "Play Fairy" who sees possibly a hat pin, possibly a dolly when the one pea and the one stick are joined together! Another pea and another stick and you have two hat pins which may turn quickly into two drum sticks if brother is playing too. The kitchen table, or better yet a small tin dish turned upside down is the drum. "Rub-a-dub dub, Two men in a tub," or some other improvised couplet adds to the fun and sociability and helps develop a sense of rhythm.

Nonsense couplets are invaluable for children. At five or six years of age children will begin to make them, or if not so early, certainly a year or two later, but mother may use them much earlier. One can play with words in the kitchen as well as with more material things!

To return to our dish of peas. "Can you push another pea half way up on the stick? Be careful. Do not push too hard."

There, now, you have a better dolly. Break one toothpick into two short sticks. What will you do with them? O, I see, they make fine arms. Your dolly is like a little jumping Jack."



DES MOINES—Kingman Boulevard.

"Here is a saucer with many peas and a box with many sticks—will you be very careful? I will let you play alone now for I am very busy." says mother. "You can make a whole family of dolls or jumping Jacks, or whatever you please. When I finish my work I will try to guess what you have made."

These intervals of silence are good for both mother and child. If there are two children, the older one may be left in charge, playing she is mother, or whatever fancy dictates. Children need a suggestion now and then from an adult, but with this slight help, supervision should cease or at least appear to be withdrawn else children grow too dependent, and weary

an adult. Mother must not wait very long before returning to inspect.

If the little one has become interested in number and loves to count, a new interest may be aroused by asking, "How many peas have you used? Now see how many are left. See if you can put five on one stick." This will be quite a feat. Such a play as we have suggested may follow shelling fresh peas in the kitchen, but dried peas may be soaked until soft enough for use. Cranberries may be used in a similar way. If the dried peas are used the older children may make a chain. That means a journey to the sewing basket for thread and needle. When the chain is long enough for a necklace or for bracelets, the play has reached its climax.

Chains of peas may be stained in different colors and are really very pretty for dolls to wear, though the children too may claim them to dress up!

How oats, peas, beans and barley grows. You nor I nor nobody knows," has long been a favorite ring game with children who rarely think of the words until "Open a ring, and choose one in," calls to action and choice. Perhaps there are plays for the kitchen in "oats and barley," but I am sure of "peas and beans."

The bean bag is a great favorite with children. It is usually made square of some strong material but recently a small round bag loosely filled with beans yet quite closely resembling a ball has been found very attractive and easier for a little child to catch than a real ball.

After working hours mothers should allow the children to play ball or bean bag in the kitchen. It is the best room for such play. There is little furniture and there are no ornaments to be endangered.

Every child should be encouraged to throw and to catch at an early age even under two years. There are muscles that demand this exercise though good Fairy Play does not reveal her purpose, but pleasantly accomplishes it every time. Watchful care is needed indoors for this exercise until baby learns to be careful.



DES MOINES—Court House.

Even a two year old child may become quite skillful in throwing if not in catching, and the running and finding gives such pleasure. Nothing will arouse a child so thoroughly or make more merriment than the ball plays. Try it when the child is worrisome, very probably from lack of genuinely active exercise.

The kitchen will furnish many a ball to be rolled though not thrown. An apple, a potato or an onion are the best vegetables for rolling.

I have amused a baby of twenty-two months by such rolling plays. He developed skill in following quite a straight line on the kitchen floor. Eye and hand thus learn to work to-

gether. Ball playing and building games are the best of all early plays for children. Mothers should not relegate them to the kindergarten. We must not leave our subject until we find a building play for the kitchen. Of course baby's blocks may be carried to the kitchen, but for a change, he will enjoy a bundle of kindling wood, or another day, a dozen or more clothes-pins, joining them together in various ways. The very effort to unite two pins gives the young child hand exercise as well as real pleasure.

Older children may build a log cabin of clothes-pins at mother's suggestion. Constructiveness, putting things together is opposed to distructiveness. It is one of the best outlets for activity and creativeness. Putting together, taking apart, finding new relations and possibilities is the secret joy of many simple plays. Children are too often interrupted in their simple plays.

It seems difficult for some grown folk, even good parents, to understand what really valuable lessons in physics are being unconsciously learned in kitchen plays.

The clothes-line pulley, the ropes of the dumb waiter fascinate the child who feels they have a mysterious power.

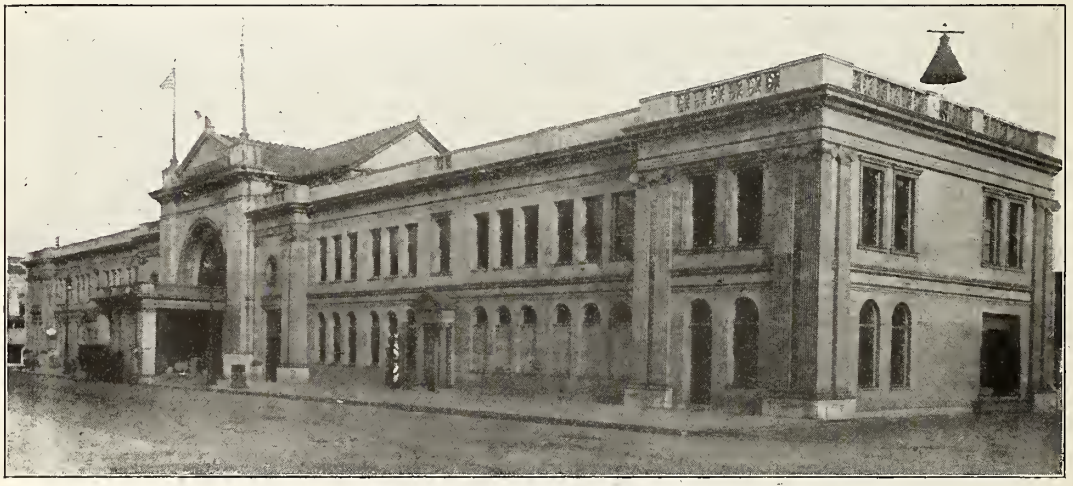
There is the singing tea-kettle with its prophecy of steam's mighty power. To be sure the children cannot exactly play with it, but they can watch for the boiling point and the bubbles.

Washing day brings the mysteries of soapsuds, blueing and starching. The toy stores furnish miniature washtubs, washboards and even wringing machines. Happy the child who is permitted to wash dolly's clothes in company with mother or maid.

All such miniature kitchen furnishings were included in the carefully selected toys exhibited in the recent "Toy Exhibit" at Teachers' College, New York City, under the direction of the Kindergarten Department which is so ably supervised by Miss Patty S. Hill.

The toy broom and dust pan with a midget sweeper were also in evidence at this exhibit, for "cleaning up" is an important part of playhour, and may be full of the play spirit too, and does not the inclined plane present itself as a new mechanical power in the dust pan?

Wise mothers wonder and ponder and learn from the little ones how best to play. Still mother leads while yet she follows.



DES MOINES—Union Depot.

To live content with small means; to seek elegance rather than luxury, and refinement rather than fashion; to be worthy, not respectable; and wealthy, not rich; to study hard, think quietly, talk gently, act frankly; to listen to stars and birds, to babes and sages with open heart; to bear all cheerfully, do all bravely, await occasions, hurry never—in a word, to let the best, unbidden and unconscious, grow up through the common; this is to be my symphony.—William Henry Channing.

The best way to keep a child from doing something bad is to set him to work doing something good. It is our duty to find the something good. It is our shame if the child chooses the something bad.—*Julia Richman.*

Little else is worth study than the development of a soul.—*Browning.*

The Kindergarten as a Factor in Education for Efficiency.

BERTHA M. MCCONKEY.

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During recent years the attention of educators has been centered upon the more practical phases of school instruction, and much thought has been expended upon the revision of courses of study in order to meet the popular demand for a scholastic training that shall be at once broadly cultural and definitely practical.

With a view to the wisest ultimate expenditure of public funds every department of the public-school system is being called to account by practical men of affairs who are asking insistently, "How does this or that feature of school instruction contribute to the child's education for efficiency?" The question would be easier to answer were there a universally accepted definition of the word "efficiency."

If by efficiency we mean all-around capability, adaptability, and potential power, and not merely mechanical skill along certain narrow lines, the clamor for manual education does not constitute a menace to our broad and democratic system of public education. But if, on the other hand, the pressure of modern business conditions should tempt us to reorganize our schools so as to train children from early youth with a view to making them narrowly efficient in the vocational world, the loss would be vastly greater than the gain. That the man is greater than the artisan, the workman than the work, is a fact that must be recognized in a democracy.

A child should be given every possible advantage by means of which to prepare himself for the great business of living before he is encouraged to concentrate his attention and effort upon preparation for a particular trade or occupation. The "short cut to the dollar" is not necessarily the best and happiest avenue to life. Education should "first render fit to live, and then assure a fit living."



DES MOINES—Historical Building.

Childhood is the formative period of life, when the perceptive powers, the social instincts, the emotions, and the will seek exercise, and expand in proportion to the opportunities afforded for their development.

It is one of the functions of the school to prolong the period of childhood, and to develop in children the strength of body, mind, and spirit that is necessary to successful achievement in later years, by means of physical and mental activities suited to each stage of growth.

From this point of view the training of the kindergarten is as necessary in a child's development as the highly specialized training of the vocational school, which must be given much later in life. To the suggestion of

would-be economists that the money now being expended for kindergartens in this country had better be applied to trade schools, reply may be made that the general all-around training of a young child's powers, afforded by a good kindergarten, may mean quite as much to his success and happiness in adult life as the acquirement of the rudiments of a specific trade or avocation.

Why, in this case, should Peter be robbed to pay Paul? Surely upon no other ground than that Peter is undeserving of the confidence of the public and has but poorly fulfilled his trust. That such a view of the case is unsupported by evidence is conclusively proved by the fact that out of 92 cities in the United States, having a population of 40,000 or over, 86 have kindergartens. And out of 72 cities that returned answers to the query, "Have kindergartens ever been abolished in your city?" only three cities made answer in the affirmative, and in two of these three cities kindergartens have been re-established and are now in successful operation.

The letters received from school superintendents, in response to a qestionnaire regarding the conduct of kindergartens in various cities, give evidence that this system of child training, providing as it does large opportunities for the exercise of self-control, kindness, generosity, and sympathetic understanding of the rights and needs of others, as well as for a harmonious development of all a child's powers, has made a unique place for itself in our system of education.

The necessity for a kindergarten may possibly be questioned where parents have the means and the will to supply an equivalent training, and where the importance to a child of early association with other children, under right conditions, is definitely provided for in the home. But when children are left to the care of servants, or when the mother of a family is too busy or too preoccupied to supervise, personally, the work and play of its younger members, the school must supply the deficiency or the children will be defrauded.

There are comparatively few mothers who find it possible under the pressure of home and social duties to maintain the sympathetic, self-controlled attitude toward children that is maintained by the kindergartner who has been trained for her task. And it is a difficult matter for any home to provide children with such opportunities for progressive and educative activity as are afforded by a properly equipped kindergarten.

The neglected child, the "only" child, the lonely, selfish, or wilful child, even when the latter is surrounded by every luxury and refinement that wealth and culture can afford, all need to be brought under some strong socializing influence while they are in the plastic period, when habits are readily formed and conduct most easily influenced. In the case of children of alien peoples, who must be taught



DES MOINES—Drake University

a new language and must be prepared for life under new conditions, there is no more potent or more effective educational agency than the kindergarten with its atmosphere of love and beauty and its opportunities for self-expression.

A further suggestion is offered by short-sighted economists to the effect that money may be saved for vocational schools by delegating to the primary school in well-to-do city districts many of the functions of the kindergarten, and establishing day nurseries for the children of the poor.

At best such a substitution would be merely a makeshift, for no primary school can perform its own functions and those of the kindergarten. As well may the trade school attempt to give to its pupils the elementary instruction in reading and writing that should have been given earlier in the grades.

To provide day nurseries for the children of the poor, and substitute the primary school for the kindergarten in all districts where the people are well to do, would be to lose more than anyone who is not a close student of kindergarten methods and results can possibly apprehend.

The kindergarten is not an experiment. It has come to stay, for it meets a need that no other agency can meet so well. It lays broad and deep foundations for virtuous and effective living and cannot therefore be spared from any complete system of education. It is no nearer perfection than the college or the high school, but it is growing each year in efficiency, and already many practices to which its critics object have been abandoned by progressive kindergartens. Occupations which have a tendency to strain the eyes or the nerves of children, such as cardboard sewing, fine weaving, the stringing of small beads, and construction with peas and sticks, have been replaced in a majority of the modern kindergartens by work with materials that are much larger and much more easily manipulated. For example, very soft, large-size crayons are used instead of pencils for drawing and coloring; free paper cutting is taking the place of the old-time cutting to line, and much of the construction work is with blocks of large size with which stable and satisfactory structures may be reared, structures that when completed stand firmly in place upon the floor and the building of which brings into play all the larger muscles of a child's body.

It is true that a primary teacher is now and then heard to complain that kindergarten children are restless and inclined, as one mother expressed it, "to dance the carpets off the floor;" but the majority of first-grade teachers testify that when given work that calls for the exercise of power the child who has had a year in a kindergarten gives practical evidence of the benefit derived from his training. Such a child is apt to be bored by work that is beneath his ability, but he is more responsive, more ingenious, and more helpful in his human relationships than the child who has entered the grades without this preliminary training. Whether he passes through the grades more rapidly than his neighbor is of less moment than how he passes through them, and what he is when he has finished his school course. How much does he get out of his educational work What does he contribute to life and to his school? What is the result in general efficiency? These are more important questions than, "Did he pass the examination and reach the high school in advance of his mates?"

The friends of the schools, by suggestions based upon a sympathetic and intelligent study of conditions, and by constructive criticism, may do much to improve them. Open discussion of educational methods and processes is always to be welcomed, for nothing is of more vital interest to every home in the commonwealth than the question of public education.

In the kindergarten is embodied an idealistic philosophy, which has already influenced greatly and beneficently all departments of our schools. But the books are not yet closed, the problems are not all solved, and kindergarten workers everywhere are calling for the co-operation of parents, physicians, and educators in perfecting a scheme of child-culture that is destined to meet a great need. Such faults as are apparent in individual kindergartens are not inherent in the system. The doctrines of Froebel are fundamentally sound, and the kindergarten as it exists throughout our country today fully justifies the refusal on the part of its patrons to rob Peter in order to finance Paul.

The successful worker must have the spirit of play in his heart and the successful man is only the successful boy with a man's experience.—*Charles E. Hughes.*

There is no service like his that serves because he loves.—*Sir Philip Sidney.*

THE APPLICATION OF FROEBELIAN PRINCIPLES TO TEACHING IN THE GRADES.

EMMA B. COLBERT.

It is my conviction that few of our elementary and upper grade teachers have a clear notion of that debt which they as teachers owe to the life and work of Friedrich Froebel. Froebel is, of course, in their minds associated with the kindergarten, although (let me whisper it) I have known a few teachers who have asked: "Well, who is this Froebel, anyhow; I never heard of him before?"

The term "kindergarten" usually calls up in the mind of the teacher who has not investigated the problem a somewhat blurred and hazy picture of colored sticks and blocks, associated somehow with skipping, hopping children, who are allowed to play.

Now, I am persuaded that there would be a general uplift in our schools if every grade teacher rightly comprehended and practically applied the underlying principles of teaching as set forth by Froebel, and because I think I have seen these principles "work" in many upper grade class rooms, I venture in this paper to set forth some of the ideas I have gained through trying to understand the Froebelian philosophy, in undertaking to apply it in my own school room, in watching others apply it, and in endeavoring to make it clear to students of pedagogy.

My investigations have led me into many fields. I have consulted many authorities and have listened to words of many gifted educators, but aside from the wisdom of the "Great Teacher" nowhere else have I found the sweet reasonableness, the comprehensive understanding, the far-seeing judgment, the sympathetic insight of the great Froebel. In his love for little children, his beautiful simplicity and his wonderful intuitions, surely he is close akin to the Master Himself.

My purpose is, however, not to try to interpret his philosophy, but rather to make practical suggestions as to its working basis, and to interest teachers in studying his life, his work, and his educational theories that they may gain inspiration from his benign influence, and thus help to foster in the graded schools the ideas so patiently and earnestly wrought out by his genius.

Recently much has been said concerning Miss Grace Strachan, of New York, who has at last been successful in securing for the women teachers of her city "equal pay with men." While much praise, applause and admiration should be given to this undeniable benefactor of women, let us not forget that it was Froebel who first advanced the notion that women were the proper educators of childhood.

We need teachers who are comrades with their children, who allow them to discuss the many subjects which to little folks are so important and serious, yet which the rock-ribbed spartan of a teacher regards as trivial. Our graded schools need teachers who are not so much concerned in imparting information, in preserving discipline or trying to "catch up" a pupil who makes a mistake, but who are fairminded, patient, cheerful, warm-hearted, truly cultured women capable of forgiving the unlucky, stumbling culprit, if need be, in the measure of "seventy times seven." We need teachers who realize that they are dealing with immortal souls, each one a "peculiar thought of God."

Froebel's philosophy has taught us to utilize the child's self-activity, to remember that play is the business of childhood, to bear in mind that the early training of the senses is necessary to all later development, and to study the child as one who is a representative of his race.—Educator-Journal,

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"The highest greatness—surviving time and stone—is that which proceeds from the soul of man. Monarchs and cabinets, generals and admirals, with the pomp of courts and circumstance of war, in the lapse of time disappear from sight; but the pioneers of truth, though poor and lowly, especially those whose example elevates human nature, and teaches the rights of man so that a government of the people, by the people, for the people, may not perish from the earth—such a harbinger can never be forgotten, and their renown spreads co-extensive with the cause they served so well."—Charles Sumner.

Wherefore seeing we also are compassed about with so great a cloud of witnesses, let us lay aside every weight, and the sin that doth so easily beset us, and let us run with patience the race that is set before us.—*Heb. XII. I.*

Power is never good unless he be good who has it.—*King Alfred.*

He who loves not his country can love nothing.—Johnson.

THE KINDERGARTEN-PRIMARY MAGAZINE

CURRENT EDUCATIONAL THOUGHT

FROM SUCCESSFUL AMERICAN EDUCATORS

PEACE HEROES.

KATHERINE D. BLAKE, NEW YORK.

(EXCERPT FROM ADDRESS AT N. E. A. MEETING)

I hope to see organized all over this country an association as honorable as that of the Sons or Daughters of any war in the past, the organization of the Sons and Daughters of the Peace Heroes, those who have conquered the forces of nature, who have worked to make life more endurable, who have stood for peace when there was a war spirit abroad; who have helped in the uplift of mankind in any way; a society whose duty it shall be to lift from obscurity the names of those benefactors of mankind; to place, with pomp and ceremony, tablets upon their birthplaces, even as tablets have been scattered over this broad land, holding in the memory of the people the fighters of the past. I hope that this organization will spread from this country all over the world, so that the honor roll of peace may become as long and as glittering as that of war, including all the great leaders of thought, the great educators of the past, discoverers, scientists, or inventors, statesmen who held their country to the side of peace although it meant the scorn of their contemporaries. The roll of honor in our own land would be bright with the names of Roger Williams Eliot, the great preacher to the Indians; Johnson of Connecticut; Henry Clay, John Jay, Harvard, Burr, Yale, and the other founders of great universities, Eli Whitney, Elias Howe, Robert Fulton, Benjamin Franklin—the men who have made two grains of wheat grow where one grew before. It is pathetic to see how we have forgotten those to whom we owe so much; the story of the men who have gone hungry and cold and tattered in order to carry out some great scheme for the benefit of the human race, is forgotten. If we honor them, the honor comes too often when they are laid in their graves. Father Mendel, who gave us the law of inheritance which has made possible all the modern scientific experiments in agriculture, died unknown, and with the mortification of knowing that his patient years of toil, ending in a scientific discovery of incalculable value, were unheeded by the people of his day; and the story of Father Mendel is the story of a host of peace heroes. Henceforth this sin of ingratitude, if it continues, will lie at our doors. There is enough work for us to do. If we will do it, we can have just as much fun as those military people; we can have bands, we can put on good clothes, and we can erect tablets, and we can have the fun of collecting money to buy birthplaces and invite the Governor to help dedicate them.

TEACHING HUMOR.

MARGARET E. SCHALLENBERGER, SANJ OSE, CAL.

(EXCERPT FOR ADDRESS)

The school as an educative institution has never taken seriously the education of a sense of humor. In fact, it has done a good deal to kill at birth any incipient tendency in this direction. I once heard Homer Davenport, the noted cartoonist, say that he had attained the ability which has made him somewhat famous, in spite of and not because of the American school system. Every funny picture he drew as a boy in school was sketched surreptitiously and he was subject to punishment according to the degree of mirth the picture was able to arouse. Every effort was made to induce him to stop such foolishness and to settle down to "real work." A small boy with a gentle, unobtrusive, rather retiring disposition was sent from the classroom the other day, because, in observing the thousand-legged worm, he remarked that he was glad he was no tailor to this particular species of legdom, as it would take a very long time to make so many pairs of trousers. The teacher had no sense of humor. In all earnestness, is there a characteristic in any personality more attractive, more winning, more deserving of cultivation than a sense of humor? It is susceptible of cultivation and is at least deserving of appreciation, when it shoots into life all unexpectedly and innocently, bright and sparkling as a shining star.

MORAL INSTRUCTION OF THE CHILD

By C. E. Rugh
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Fortunately we need take no time discussing the importance of each kindergartner holding the ethical aim of education as the inspiring and guiding power of her life and teaching. The present perplexing problem is how to realize this aim in the midst of the present social order.

Stated from the standpoint of means, the present problem is how to conceive the moral development of the child in terms of ways and means available and appropriate in present-day society. Probably the quickest and surest way of developing the educational philosophy for the solution of this problem, is to make a searching examination into, and comparison and contrast of, the life of pioneer parents and children and those of today.

The pioneer social unit was domestic. In labor, in leisure, in joys, and in sorrows, parents and children were companions. Social heredity, social contagion, and imitation produced moral character suitable to this social group.

The new social order is not well enough defined for us to name the unit of structure, if, indeed, it has one. Social psychologists keep naming "the crowd" as the unit. The name is not important. The fact is perfectly apparent that we are in a new social order. It is just as apparent that the child has been more affected by the changing social conditions than any other member of society. Most children are removed from first-hand contact with Mother Nature as the source of material comfort. Most children, except those forced into child labor, are removed from first-hand contact with the productive industries, Most children are removed from most of the modern social life, for which we may be very thankful. The old-time home is broken up. Children have been removed from companionship of adults. They are now classified on the basis of age, not only in school but in church, in industries, and in society. Three effects of this rapid change need special notice: first, most children lack the sense experience with many of the things that give concreteness and content to our language and literature; second, the new economic order makes it unnecessary and in many cases impossible for the child to think thru from raw material to finished product —a most important kind of thinking; third, the gradation of children, the separation from productive labor, has greatly narrowed the child's social, and hence moral, vision. The child sees and uses moral standards and situations of his grade.

These economic and social changes have put heavier burdens upon the kindergarten than upon any other branch of our educational structure, not only because the kindergarten deals with foundations, but more because these changes have removed the simpler means of a social sympathy. No social change will probably ever put the "three R's" out of the curriculum. The multiplication table, for example, is a universal means of communication. It is a formula, and comes into the formula period of the child's development. The kindergarten, on the other hand, must use the means available for developing social sympathy, and at the same time be the first formal attempt at adjusting the child to the crowd; that is, to a group founded upon neither a natural nor institutional base. Sympathy is the primary social process. The domestic order develops sympathy because there were examples for imitation and recurring situations demanding it. The physiological basis of sympathy is certain reactions of circulation, respiration, and the rest. The psychic basis is consciousness of kind and the recognition of a specific situation. To be able to sympathize with a person or a group, the child must be able somehow to reproduce some of the activities of the person or the group. In order to think and sympathize with a horseman, the child rides an imaginary horse. To think and sympathize with the wood-chopper, the child imitates the motions of the chopper. To think and sympathize with the mother, the little girl plays with the doll. To some these seem a far-away basis of social sympathy, but they are indispensable. The glory and power of the early kindergarten for moral education came from its following the principle. There have been few finer achievements in educational means than the songs, plays, and occupations of the early kindergarten as a means of developing social response.

Since sympathy in this early form demands imitation and reproduction of acts, the changed social order puts new and heavy demands upon the kindergarten and primary schools. Primitive occupations used primitive machinery and employed the larger, more fundamental muscles in transforming raw material into finished products.

Present industrial processes use complex machinery, employ finer adjustments of accessory muscles to make a part or piece of the finished product. Again, these primitive occupations of the domestic order were daily recurrent, and suggestive, and also were associated with known and respected persons. Division of labor and the factory system have eliminated most of the personal elements. The occupations of adults are so removed from the observation of children, and are so complex and piecemeal that they furnish little basis for social sympathy. The songs and games of the sower, mower, wood-chopper, even the shoemaker, have lost most of their significance as means of social sympathy. Whether differentiated factory labor or any present-day general form of industry can be made the basis of imitative songs, games, or occupations as means of developing the physiological and psychic material for sympathy, is yet to be determined. Of course there is left concert singing. This is a social process *par excellence* independent of literary content or dramatic motion. The singers must sing together, have the same rhythm, same movement, breathe similarly, have the same pitch. Individual and social control might here be increased by individual and group responsive singing. For girls the play and game with dolls still remain as ways of practicing for adult processes. Many of the ways Froebel suggests for using nature as a means of developing insight and sympathy may still be used.

But all in all, the child's present status in its relation to nature, to adults, and to industries, is so new, so different, and so complex that the kindergarten and primary school are forced to a reorganization of much of its material. Much of of the material used when the social unit was domestic still has educative value because of its historical suggestiveness. But no intelligent educator contends that it has the same social and moral significance.

Moral education can no longer be incidental or indirect. Many customs and social standards are still passed on by contagion and imitation, but the insight and good judgment necessary to live a moral life in the present social situation require definite, direct instruction by parents and teachers who know what they are doing and do the best they know.

Formal education may be described as grafting social achievements upon instinctive roots. The moral life is the response a person, that is, a self-acting, choosing agent, makes to the social order. Moral education aims to make the child able and willing to make right responses. The realization of this aim demands of the teacher: first, a working knowledge of the child's native tendencies; second, a clear insight into the meaning and use of good social standards and customs—an insight gained only by right thinking and right living; and third, such a knowledge of teaching as a fine art as to be able to graft these good standards upon the child's instincts.

The situations demanding moral responses are of two types: first, the formal, recurring ones—for these, habits of right action must be developed by drill prompted and directed by moral motives; second, new and often perplexing situations—for these, the child needs the development of insight and moral judgment, the ability and disposition to think before acting. In addition to the disposition to think around and thru a new situation, children need formulas for analyzing difficult problems.

Moral instruction is accomplished only by a teacher who aims at a moral result. Let this not be misunderstood. A child acquires many habits of right and wrong reactions by the mere example of the teacher, and there is no stage of a child's development in which the teacher's personality is more important, unless, perchance, it is in the child's second or social infancy, from twelve to fifteen. But the moral development of the child of today requires, in addition to these indirect ways, the formal, direct instruction in thinking thru moral situations, and instruction and guidance in acting according to ideas rather than following habits. In short, for many present-day problems a child has no trustworthy instinctive basis, and the ability and disposition for right reaction must be developed thru instruction. The limitations of time make it impossible to train by example and imitation for all kinds of acts. Again, children are thrown upon their own resources earlier and oftener than in pioneer times. The supreme problem of moral education is the development of self-control. This can only be accomplished thru moral motives. A moral motive identifies an impulse with a good end that is the natural result of the act which it prompts and directs. Rewards, prizes, and immunities interfere with moral instruction. From the standpoint of intelligence, the problem

of moral education is to teach a child to think straight when thinking about acts and consequences. Artificial incentives interfere with clear thinking upon causes and effects. The invention of artificial means and devices of motivation have been brought about by the inability of teachers to develop motives appropriate to the stage of intellectual development of the child. The use of artificial incentives with healthy children is due either to laziness, indifference, or ignorance. A normal child is a veritable magazine of energy, and is one of the most easily directed organisms in the world. The problem is to develop the power and disposition of self-direction. In the last analysis, the spiritual life of a child is determined by the number and kind of persons with whom he has fellowship, and the quantity and quality of that fellowship. Now the primitive companionship is with those who feed, clothe and care for the child. We are just coming to understand how sensitive a child is to persons. There are abundant cases of a child's discriminating between mother and nurse, and between father and mother in the early months of its life. It is not too much to say that many a child has the physiological basis of a good or bad disposition laid in the first two or three months of its life. Regular habits of eating, sleeping, bathing, can be established during the first days of life. Sticklers for nomenclature insist on calling this training, but from the standpoint of the mother and nurse who purposes and plans the ways and means of accomplishing this result, it is instruction. Because of the infant's sensitiveness to persons in these early days, a child's disposition is much dependent upon the disposition and habits of the one who cares for it in this first stage. A fussy, nervous, jerky nurse gets from an infant quite different responses from those of a steady, graceful one. In this first stage of response to the natural and social order an infant's standards of right and wrong are what he wants. The transformation of these standards is caused by wanting what a kind person wants him to want. The second stage of moral development, demanding a new means of instruction and training, is that in which the wants are not for satisfaction of bodily appetites, but wants of the mind, at least in the sense of wanting tools or means to accomplish ends. In this stage all the essential moral elements bud forth, but we must remember that they are buds —the sense of being a cause, the foundation of conscience, of responsibilities, the sense of values, the sense of ends and means, the sense of social use, that is, of using and being used by persons. In this stage formal social instructions must begin. Fortunately we are not left to devise the formal means of instruction. The instinct for self-impression and imitation along with the examples and occasions for co-operation develops language to such an extent that social intercourse is not only possible but enjoyable.

If, now, we analyze the social life into which the child is thrown, we discover here as in the former stage the two types of reactions. There are the recurrent ones, and the new ones. The new, complex social habits require both instruction and training. Language is the instrument of instruction, and repetition, or drill under moral motives, the instrument of training. In either case the process must be rational in this stage.

It is claimed that you cannot reason with a child before ten or twelve years of age. If we cannot and do not reason with a child before this age, we cannot reason very much with him at any age. No one has a right to use the plural personal pronoun "you" in this statement. There are parents and teachers who might with some degree of truthfulness say, "I cannot reason with children ten or twelve years of age," but this is because of incapacity or disinclination on the part of the parent or teacher, and not due to the irrationality of the child. There are parents and teachers who could with perfect truthfulness say, "I don't want to reason with boys and girls before the age of twelve. I want them to do what I say." Such persons refuse to give moral instruction. They would rather give commands.

We have somehow drifted into the bad habit of putting training and instruction over against each other as alternatives. It is a vestigial remnant of the old controversy concerning the relation of the theoretical and practical aspect of consciousness. In a self-active, complex agent like a child, there is no training worthy the name that is not inspired and guided by instruction. Instruction is the ingoing informational aspect as training is the outgoing expressional aspect of judgment. It is true that with our present system of education there seems to be something akin to information stored in memory that in no appreciable way influences conduct. There seem to be cases of skill that cannot be referred to any articulate body of knowledge; but these are either

only seeming or are pathological rather than normal.

There is no moral education worthy the name without moral instruction. This instruction may be nothing more formal than a good example, but an example as a means of moral education is not good, not so good as it can and ought to be, unless it is deliberately and tactfully set up as a stimulus and guide to action.

Instruction involves consciously directed fellowship between two minds. Moral instruction aims to produce moral conduct. Moral conduct is produced by moral intention. A moral intention is a good end consciously and intelligently chosen. Moral instruction in these two early stages of development is accomplished by providing occasions for choosing, occasions for judging, and acting according to judgment. In the first stage these occasions must be accompanied by good examples and all stages require social approval and disapproval.

The confusion in this field arises out of wrong notions of the function of knowledge and language and wrong notions of the relations between them. Language has come to be almost the sole instrument of social co-operation in education. When we speak of information, we almost always think of it as formulated in language. When we speak of instruction, we almost always think of it only as couched in language formulas. This would not be so bad if we all understood the right method of developing formulas and their right use. Formulas have three functions: (1) to organize and store learning; (2) to analyze complex presentations; and (3) to guide action. The controversy concerning direct moral instruction grows out of a misconception of the use of formulated knowledge, and an attempt to reverse the process of teaching a formula. The language aspect of a formula may be run thru the language machinery of a child without affecting conduct, and without any power to guide action. A formula comes at the end of the primary learning process. It is the refined product of re-examined experience. Such an articulated experience can then be used as a powerful instrument of analysis; and when a formula can be used as an instrument of analysis, it can also be used as a guide to action, i. e., as a guide to life synthesis or social self-adjustment.

All good and great men have left us maxims of conduct. Careless thinkers have often concluded that the goodness is the result of having followed these formulas, whereas it is nearer the truth to say that these formulas are the result of good living. While these formulas are the products of right living, they are also the instrument of prompt and accurate action. Life maxims are as useful to a man of action in the moral world as formulas concerning matter are useful to the natural scientist. Moral instruction, as the etymology of the word suggests, consists in building into the child's life, as it were, the formulas for right responses. For common situations, this means organizing the physiological and psychic constitution into good habits. For complex and new situations, this means constructing the formulas for their analysis, and the correlative formulas for choice and action.

This is the age of science. The mind is a real cause, and the objective world is a real and orderly world. In such a world the danger of producing intolerable prigs by teaching children to reflect upon conduct, are infinitesimal in comparison to the danger of allowing children to grow up into coarse, disrespectful boors, because they do not care or do not think of consequences of action. This prig problem arises out of another false assumption. This false assumption is that reflect upon conduct is thinking about past and bad conduct. Moral instruction is constructive, and consists in getting that good thinking and acting that insures right living in the future. In a complex and progressive social order like the present, direct moral instruction is a necessity.

Imitation and Habit in Moral Education.

An Except for Address

Horace H. Cummings, Salt Lake City.

In the field of habit the psychological law is very definite. Frequent repetitions of an act create a tendency to its automatic recurrence. Advantage should be taken of every opportunity to get the pupil to perform moral acts and form moral conclusions and determinations. Here also "we learn to do by doing." The good and true in history, literature, and current events should be discovered by the pupils and applied as far as possible in their lives. Their attitude and conduct toward lessons, teachers, and classmates should conform to correct principles. Study their habits outside of school. Gain their confidence and they will confide in you their secrets. Much sin is due to ignorance, and many a boy's life has been changed for the better by a heart-to-heart talk with a wise, earnest teacher. * * *

Imitation is perhaps the most important of the instincts. How many thousand things a child learns by imitation which he never would learn if he had to wait

until they were taught him! This faculty does not wait on judgment. The child does what he sees others do with little or no conception of what it means to him. Hence only persons of the highest moral attributes should be engaged as teachers. We should be in truth what we want our pupils to become. We must exclude teachers who are insincere, irreverent, or untruthful, if we would not have our children become like unto them. Surround the children with the purest atmosphere possible. Demonstrate in your lives that you love good and hate evil. Enter enthusiastically into the study of ideal characters; impress the ideal and seek opportunity to apply it in the school, on the campus, in the home, and in the social circle. Chiefly thru this instinct does the child become "the product of his environment."

The Altruistic Tendency.

By James T. Joyner, Raleigh, N. C.

Selfishness and separateness will eat out the heart of any civilization and sow seeds of decay in any system of education. The spirit of all true democracy is essentially altruistic. There is much cause for rejoicing, therefore, in the growth of the altruistic spirit in American civilization and American education. In the business world where competition is sharpest and selfishness most to be expected, there is manifest evidence of a constantly growing sense of obligation by the rich to hold their wealth in trust for the advancement of society and to use it for the benefit of humanity. Perhaps no other century in the annals of time has to its everlasting credit so much of princely philanthropy. Is it too much to hope that even before the close of this twentieth century we shall witness the adoption by the rich everywhere of the high creed of one of the century's princeliests philanthropists, that to die rich should be counted a crime?

The true scholar no longer seeks scholarship solely for personal enjoyment and individual superiority, but rather for social service and the happiness of humanity. Consecration of individual talent and power, of intellectual, moral, and spiritual wealth of every sort to the uplift of all shall at last become the dominant doctrine in every American school.

Every child born into the world in a democracy is not only the parents' child, but also the community's child, the state's child, the nation's child, and humanity's child. Out of every one of those relations grows a duty and an obligation from every one of us to every one of these American children, which we neglect at peril to the family, the community, the state, the nation, society, and all civilization. The school-less child is a menace to the best in all. If the child be not so educated as to lay upon him a reciprocal duty and obligation to render in return when he reaches manhood's estate a service to all, commensurate with that which he has received from all, then education is a failure and the vast expenditure for it a criminal waste.

The fundamental basis of all public education in a democracy must be social and the fundamental aim of it must be altruistic. The individual is educated at the expense of the public, that he may be able to render to the public the best service of which he is capable; and he should be so educated as to desire and to determine to consecrate his education to such service. There can be no other justification of public education by general taxation. The old education was individualistic; the new education must be altruistic.

This altruistic spirit is but a recognition and an application of democracy's fundamental principles of universal brotherhood, individual responsibility, and social obligation.

PRIZE ESSAY CONTEST

The National Kindergarten Association has been formed for the purpose of promoting interest in the Kindergarten subject and of harmonizing the methods of educating children younger than six years of age, and it purposes to investigate all methods and to cull from each whatever may be of benefit to or calculated to improve the Kindergarten system.

In order to discover the opinions of those persons who are now engaged in teaching the children, the Board of Directors has decided to offer three prizes for Essays on the "Benefits of the Kindergarten," and suggests that competitors should include such information as they may have obtained upon the following subjects:

1st. Why should all our schools have Kindergartens?

2d. What the Kindergarten does for the child.

3d. The influence of the Kindergarten on the home.

4th. The Kindergarten as an uplifting influence in the community.

The prizes are: first, $100; second, $50; and third, $25; and the contest is open to all Kindergartners and Primary Teachers.

The Association reserves the right to publish such of the articles as it may select, and will pay $5 for such of them as may be used other than those for which prizes are given.

Essays should not contain more than fifteen hundred words, written on one side of the paper only, and should be received by the Association not later than April 15th, 1912. They will not be returned.

The decision of the Examining Committee will be announced on June 1st, 1912.

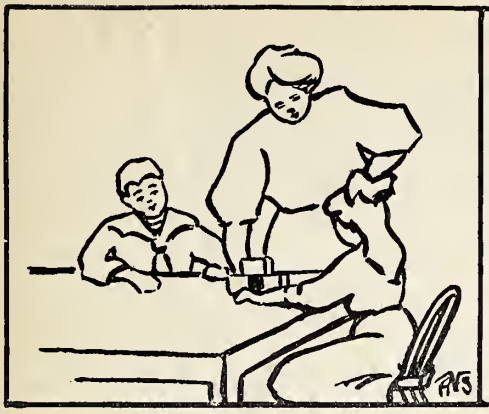
Address communciations to "Prize Essay Department."

National Kindergarten Association,
1 Madison Ave., New York.

No man believes his creed who is afraid to hear it attacked.—Wendell Philips.

Just being happy
Is a fine thing to do;
Looking on the bright side
Rather than the blue;
Sad or sunny musing
Is largely in the choosing
And just being happy
Is brave work and true.

—*Selected.*



PRACTICE DEPARTMENT

KINDERGARTEN DAILY PROGRAM

NORA KEOGH

[NOTE—Owing to the delay necessary to reach our subscribers in foreign countries we adopted the plan of printing this program one month ahead. Some of our American subscribers, however, prefer the program in the issue for the current month. We have therefore decided to republish the program for March and subsequent months, followed by the program for the succeeding month, believing this the best plan for the accommodation of all.]

MARCH.

Monday—Circle—The trees of the forest. The winter here, now. Trees are bare. How used instead of coal.
Rhythm—Dramatization of Circle talk. Chopping falling trees.
Table 1st—Panel pictures of bare trees done on white with brown crayons mounted on brown.
Table 2nd—Sixth gift play. Trees of pillars. Houses of bricks.
Games—Snow-man. Marching through Georgia."

Tuesday—Circle—The hauling of trees to river, and how they float down the stream to the mill.
Rhythm—Begin teaching See Saw from Gaynor I.
Table 1st—Free-cutting of group of trees from folded paper. Mount.
Table 2nd—Red, white, and blue weaving. The two-strip weaving to bring out the idea of over and under.
Games—Dramatization of "Billy Goat Gruff."

Wednesday—Circle—What happens at the mill. Recalling of story of Pine Tree.
Rhythm—As above.
Table 1st—Make mill with 5th gift.
Table 2nd—Making screens—folding, cutting, and border of parquetry.
Games—As above.

Thursday—Circle—Putting week's subject together in form of a story.
Rhythm—As before with actual see-saw on circle.
Table 1st—Make sequence story of lumber work with 6th gift.
Table 2nd—Two-strip weaving.
Games—Same.

Friday—Circle—Review.
Rhythm—Review.
Table 1st—Weaving.
Table 2nd—Free choice.

SECOND WEEK.

Monday—Circle—Trees of the forest; the maple trees.
Rhythm—See saw continued.
Table 1st—Weaving.
Table 2nd—Sugar camp with 5th gift.
Games—"Little Mice Are Creeping," from Jenks & Walker.

Tuesday—Circle—Story of the sugar-camp.
Rhythm—Same.
Table 1st—Weaving.
Table 2nd—Clay-modelling of pail to catch the maple sap.
Games—Same. And competition bean bag game.

Wednesday—Circle—All we know of making syrup and sugar of the maple sap.
Rhythm—See-saw.
Table 1st—Sand-table sugar camp. Twigs for trees. Clay pails, tent, and fireplace.
Table 2nd—Free drawing of sugar camp.

Thursday—Circle—All about our camp in the woods re-told. The story of "The Man's Boot in the Woods," by Gertrude Sellon.
Rhythm—Same.
Table 1st—Free cutting of sugar camp.
Table 2nd—Sew circle.
Games—Dramatization of week's circle talks.

Friday—Circle—Review.
Rhythm—Review.

Table 1st—Weaving.
Table 2nd—Free choice.
Games—Free choice.

THIRD WEEK.

Monday—Circle—The coming of spring. Free discussion. Teach "Good Morning Merry Sunshine." Plant seeds in sponge.
Rhythm—The waking of the flowers.
Table 1st—Fold kites and mount.
Table 2nd—Make gate of slats for gift work.
Games—Bean bags and Loobly Loo.

Tuesday—Circle—More about the Coming of Spring. Begin teaching "Finger Folk" from March, 1907, Kg. Rev.
Rhythm—Flying kites.
Table 1st—Drawing pussy willows with black crayons, mounted on gray mats. Real pussy heads pasted on.
Table 2nd—Make fence, group work, all around edge of table with long sticks and Hailmann cubes.
Games—The Little Mice are Creeping and Loobly Loo.

Wednesday—Circle—Story of Mother Earth's House Cleaning, from Kg. Rev. March, '07.
Rhythm—Same.
Table 1st—Fold and mount cup and saucer.
Table 2nd—Make designs with parquetry. Draw it with colored pencils.
Games—Loobly Loo and Billy Goat Gruff.

Thursday—Circle—Re-telling of story.
Rhythm—Same.
Table 1st—The border idea of yesterday repeated.
Table 2nd—Poster of fence with pussy sitting on the rails. Draw tail and ears with black.
Games—The Tournament and Loobly Loo.

Friday—Circle—Review and talk of Easter.
Rhythm—Review.
Table 1st—Weaving.
Table 2nd—Finish border work.
Games—Free choice.

FOURTH WEEK.

Monday—Circle—Easter experiences. Free discussion with children.
Rhythm—High stepping horses and butterflies.
Table 1st—Free drawing of Easter thoughts.
Table 2nd—Free cutting of rabbit from black paper, mounted in poster effect.
Games—Telling and dramatizing the story of the "Hare and the Tortoise."

Tuesday—Circle—Re-telling of story and teach "Little Yellow-Head" from Neidlinger.
Rhythm—Ten little Indians, rabbits.
Table 1st—Cut chickens free hand from yellow paper. Mother hen from black.
Table 2nd—Make barn with clothes-pins.
Games—Dramatize story.

Wednesday—Circle—Begin telling Soap-Bubble Story.
Rhythm—Marching by twos.
Table 1st—Cut egg free hand until you get a good pattern both as to size and shape. Then use it to trace around.
Table 2nd—Paint egg and cut.
Games—Dramatize today's story.

Thursday—Circle—Tell Soap-Bubble story all over again.
Rhythm—As yesterday.
Table 1st—From given pattern, cut an egg broken in middle with chicken's head sticking out. This is cut from egg-shell paper and the two parts are fastened together with paper fastener. Head of chicken colored yellow.
Table 2nd—Build barn with Hennessey blocks.
Games—Drop the handkerchief.

Friday—Circle—Tell Soap-Bubble story. Children re-telling it. Then dramatize story and at the appropriate time bring in bowls of soap water and new clay pipes. The rest of time is spent in soap bubble party.

APRIL.

FIRST WEEK.

Monday—Circle—Vacation experiences.
Rhythm—Review.
Table 1st—Free representation of anything done in vacation.
Table 2nd—Fold umbrellas from circular paper. Mount them and add handle and end of handle with black crayon.
Games—Free choice.

Tuesday—Circle—More about vacation and the changes it brought; new month, new leaves, etc.
Rhythm — Wheel-barrow rhythm — Anderson.
Table 1st—Make wheel-barrow—card-board modelling.
Table 2nd—Finish first table work.
Games—Review.

Wednesday—Circle—Review chosen stories.
Rhythm—Wheel-barrow.

Table 1st—Make log house of clothes pins.
Table 2nd—Make fence of slats and put around house.
Games—Sense games.

Thursday—Bring up subjects talked of during year and let children discuss them.
Rhythm—Same.
Table 1st—Cut fence free-hand from folded paper.
Table 2nd—Make bird houses of □ parquetry.
Games—Same.

Friday—Circle—General review.
Rhythm—General review.
Table 1st—Unfinished work.
Table 2nd—Choose something done before to be done again.
Games—Free choice.

SECOND WEEK.

Monday—Circle—The flowers that have come. Name and describe them.
Rhythm—Sunbeam game from Mari Hofer.
Table 1st—Colored pencil drawing of tulip.
Table 2nd—Stringing beads by color.
Games—Out-door games. Take children out in yard to play tag, hide and seek, etc.

Tuesday—Circle—If possible, give this time to visiting one or two other grades to see the hand-work there.
Rhythm—Use this time for re-calling and describing things seen. Let children choose what they wish to make and give their own directions as to making it.
Table 1st—Work chosen as above.
Table 2nd—Make border of tablets.
Games—sense-feeling.

Wednesday—Circle—Use this time to tell more of yesterday's sights; to fully describe the table-work to be done, today.
Rhythm—Sun beam game.
Table 1st—Work as chosen.
Table 2nd—Continue border work with pencil and paper with help of tablets.
Games—Sense games, feeling, taste.

Thursday and Friday can well be given up to this same work. It brings out the child's independence in thought and adopts it to the material in hand.

THIRD WEEK.

Monday—Circle—All the birds we have seen. The story of the shoe in tree used as a bird's nest. The story of the man's boot recalled.
Rhythm and Table 1st—Time used for a walk to watch the birds.
Table 2nd—Sand table play.
Games—Used for rest time after walk to talk over what we have seen.

Tuesday—Circle—Yesterday's talk renewed.
Rhythm—"Three Blue Birdies" from Draper's Self Culture, Sec. I.
Table 1st—Free cutting of flying birds from black paper. Mount these on the wall in group fashion. Very pretty effect.
Table 2nd—Bird's house made of sticks and tablets.
Games—Flying birds, hopping birds, etc.

Wednesday—Circle—Re-telling of stories and the story of bird's nest in scare-crow's pocket.
Rhythm—Same as yesterday.
Table 1st—Water-color wash of blue and bird's flying of black water-color.
Table 2nd—Clay modelling of nest and eggs.
Games—Pigeon-house from Jenks & Walker.

Thursday—Circle—Telling of bird observations, bird stories re-told. Teach "The Swallow," from Merry Songs and Games, C. B. Hubbard.
Rhythm—Three blue birdies.
Table 1st—Finish poster of sky and birds begun yesterday.
Table 2nd—Use 5th and 6th boxes to make bird-houses. Group work.
Games—Pigeon house.

Friday—Week's talk and stories.
Rhythm—Flying birds; Three Crows from Mother Goose, and other rhymes of week.
Table 1st—Play with slats—children's own idea of things to be made.
Table 2nd—Free choice.
Games—Free choice.

FOURTH WEEK.

Monday—Circle—Flower week. Free discussion of flowers loved and their planting.
Rhythm and Table 1st time used to go picking flowers.
Table 2nd—Draw bunch of violets with violet and green crayons.
Games—Sense games of touch; partners face each other, take hands, clap hands, change partners, dance.

Tuesday—Circle—Discussion and describing of familiar flowers. Poems—Growing and Who Likes the Rain, by Clara Doty Bates. Re-telling of the Wind and the Sun.
Rhythm—Sun and wind and rain-drops.
Table 1st—Making dandelions of yellow par-

quetry with yellow crayon stems growing up from green grass.

Table 2nd—Pegs and boards, rows of flowers, yellow dandelions, etc.

Games—As yesterday.

Wednesday—Circle—Re-telling of Wind and Sun by children. Read poems again.

Rhythm—Same.

Table 1st—Free cutting of sprinkler from green paper. Mount it.

Table 2nd—Use sticks, rings, and broken rings for flower forms.

Games—As yesterday. In sense of touch game, draw object after feeling of it.

Thursday—Circle—Story of the Rainbow Fairies, taken from May number of the Month, by Month Books.

Rhythm—Jumping rope.

Table 1st—Boat scene on dark blue paper with charcoal and chalk.

Table 2nd—Designs with kernels of corn.

Games—Sense of hearing; voice, knocking articles of different material against one another.

Friday—Circle—Review of stories and talk of flowers we will bring for Monday—May Day.

Rhythm—Review.

Table 1st—Unfinished work.

Table 2nd—Free choice.

Games—Free choice.

"I maintain that it is not an advisable thing so much as a positive duty for teachers to contrive some intellectual life for themselves; to live in the company of good books and big ideas. Everyone cannot be interested in everything, but everyone is capable of being interested in something; and I do not very much care what the subject is provided only that there is a little glow, a little enthusiasm about it."—A. C. Benson.

We must educate the people to the point where it will be content to leave some things to the specialists. In business or in education, or in diplomacy the expert knows certain things which the public does not and cannot know; and the sooner the general public recognizes this fact, the better for the conduct of all our various lines of national activity.—Dr. Arthur Twining Hadley.

Just do a thing? Don't talk about it! This is the great secret of success in all enterprises.

REED AND RAFFIA CONSTRUCTION WORK IN PIRMARY SCHOOLS

II

NOTE—With slight modification the instructions given will be found suitable for the younger children of the kindergarten.

SQUARE PICTURE FRAME.

Take eight splints, each five inches long, place two together, ends even and insert the end of a third one between, holding so as to form a right angle. Sew through the three together with needle threaded with a slender strip of raffia. Wind once around, place fourth strip under third and take another stitch through the four and then wind a few times around the corner and tie and tuck ends of knot between the splints. This forms one corner of frame; make the other three corners the same way. Thread the needle with long strand of raffia, sew through between the splints; hold frame towards the

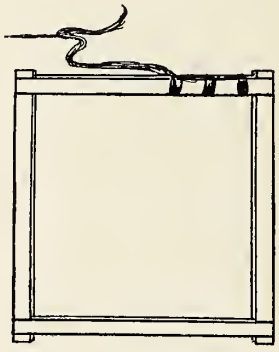


Fig. 12. Showing Square Picture Frame.

body and the outer edge to be worked away or up and buttonhole stitch across, pushing stitches close together and holding each stitch between to a uniform width of three-quarter inch.

After making this a child would be able to make a buttonhole in a garment.

Another frame is made by cutting a five inch

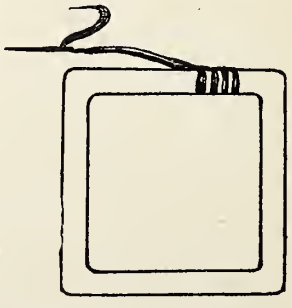


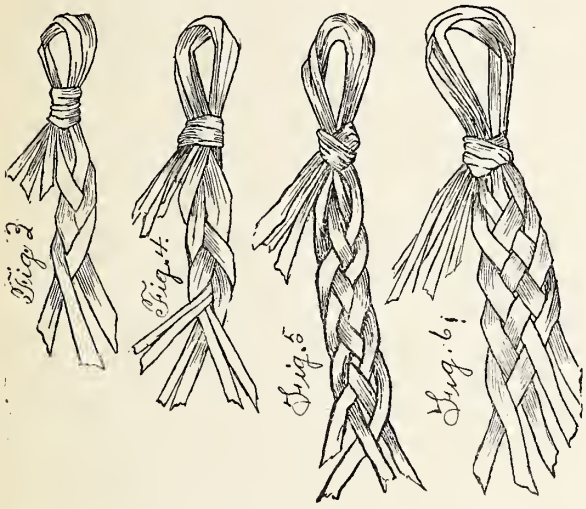
Fig. 13. Showing Square Cardboard Picture Frame Covered by Using the Button hole Stitch.

square from pasteboard and out of it cutting a

four inch square, leaving a frame of pasteboard one inch in width and five inches in length. Proceed to buttonhole it in the same way as the other square picture frame only have the stitches closer together.

The teacher can doubtless invent other ways of winding the raffia to produce decorative work, and we will next consider articles made from braided raffia and begin with lessons in braiding, commencing with the simplest work, which consists of three-strand braiding, each strand a single blade of raffia.

Select three strands of uniform size so far as possible, tie the larger or butt end of the raffia with a loop knot, slip this over the screw-hook above referred to. For first lessons the pupils may not be able to handle the raffia in full length, and in such case it should be cut in two. Braid as shown by Fig. 3.



Showing manner of braiding with 3, 4 and 5 strands of Raffia,

This exercise can be continued at short intervals for several days. At first the work will appear rough and uneven, and much of it should be unbraided and done over again.

After the pupils can braid evenly with three single strands, the work of constructing the mat may be commenced in accordance with the instructions given below, or the pupils may be taught to braid with three strands, each of which consists of two blades of raffia (Fig. 4), or they may be taught four or five-strand braiding (Figs. 5 and 6).

RAFFIA WHIP.

Probably the simplest work that can be done with braided raffia will be the making of a whip. Take two pieces of braided raffia, one fifteen inches in length and the other eight inches. Fold the shorter piece in the center and place the larger end of the longer piece between the two ends of the shorter far enough up to leave a loop about one inch in length. Fasten all together by winding the entire length (except the loop) of the short piece, thus forming the handle and a loop by which to hang the whip. Begin at the foot of the loop and with a smooth flat blade of raffia wind tightly and smoothly,



Fig. 15. Showing Whip made of braided Raffia.

overlapping the blades, until within five inches of the end; tie very securely and unbraid the remaining five inches and leave loose. If desired, wind again with contrasting colors same as for picture cord previously described.

Directions for making other articles of braided raffia in such a way as to develop the children, physically and mentally, are given below:

MAT OF SEWED BRAIDED RAFFIA.

Beginning the work of constructing this mat for the first lesson, we will select the five-strand braid, or, if it is desired to commence the work of construction before the pupils have learned the five-strand braiding, let them braid together three braids of three single-blade braiding of sufficient length to complete the mat.

Take a No. 19 tapestry needle, select a small blade of raffia and thread the needle with same. Pass the end of the threaded raffia two or three times around the looped end of the braided raffia and tie if necessary to make it secure. Then cut off the loop and begin winding the braid round and round, face to face, not edge to edge, as can be noticed by the illustration (Fig. 8). When three or four times around, *i. e.,* when three or four layers have been wound on evenly, insert the needle in the top of the first layer and pass it slantingly down through each of the other layers leftward, bringing the needle out at bottom of last layer. Reinsert the needle at point of last divergence, passing it upward so as to come out on the upper edge of the first layer, but about one-half inch

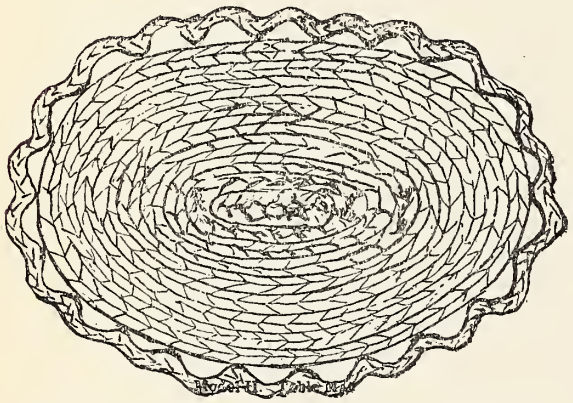


Fig. 15. Showing thick Mat made of Braided Raffia.

leftward, thus forming a V-shaped stitch through the layers. Reinsert the needle again from the point where brought out, and thus continue until the sewing is completed entirely around. Then wind on three or four additional layers of the braided raffia and sew as before. Thus continue until the mat is of the desired size. An oval mat can be constructed in the same manner, except when starting from the center an oblong instead of a circular form should be maintained. These mats will be quite thick, but after the children have become more accustomed to the work they can sew the three-blade braiding, thus making a thinner and perhaps more satisfactory mat.

If the work of sewing is found too hard for first grade pupils it should be done by the older ones. The work can be accompanied by a talk from the teacher relative to the various purposes for which braiding is used, the different methods of sewing, as by machines and otherwise, the importance of the art of sewing, etc.

A mat much like this one, but thinner can be made by sewing the braid edge to edge instead of face to face. This kind of a mat is begun in the sane way but care must be taken to keep the strands flat while doing the sewing. These mats can be made after the children are more accustomed to the sewing.



Fig. 16. Showing Mat made by sewing braided Raffia edge to edge.

The children will be interested in making things of braided raffia for their dolls. Such as shoes, Japanese slippers, bags for carrying books, hats, etc., are always of interest.

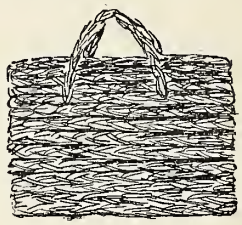


Fig. 17. Showing School Bag made of braided Raffia



Fig. 18. Showing Shoe made of braided Raffia.



Fig. 19. Showing Hat made of braided Raffia.

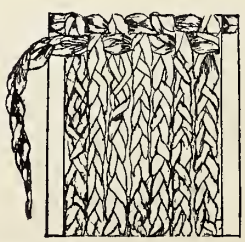


Fig. 20. Showing manner of Weaving Braided Raffia.

WOVEN RAFFIA

In the woven raffia work, children must have a purpose to work for. The interest is very great if it is found that they are to make rugs or hammocks for the doll house or perhaps weave two pieces large enough to make a bag that they, themselves may use to carry books in.

TABLE MAT.

Take eight hardwood slats and place together in the form of a square, or an oblong the size desired for the mat, using the slats double to secure sufficient strength. Fasten the corners very securely or they will slip. Wind the entire surface closely with three-strand braided raffia, the longer way if in the form of an oblong. Weave with braided raffia, winding the weaving end with a small thread of raffia which will give sufficient stiffness to use without needle. Weave same as for a paperweaving mat, but pass around the slats and weave back on the reverse side, instructing the children to be careful not to take in the lower strand with the other. The inconvenience of handling a braid of sufficient length to complete the work can be overcome by using a shorter strand and afterwards splicing *tightly* with a small thread of dampened raffia. If preferred the braiding can be done as needed. When the weaving is completed fasten the end strands securely, slip out the slats and in their place run a couple of braids of raffia and finish the edge with one of the stitches as previously described.

TABLET RECEPTACLE.

A convenient holder for the tablets of the Seventh Gift can be made by weaving braided raffia as described for the table mat, but of such size that an ordinary tin fruit can or an oblong paper box, open at the end, will slip in between the folds, the braid reaching when flat about one inch above the top. When the braiding is completed dampen one end of the work and cut the lengthwise strands across the end, and, taking off the first cross strand, fold each cut end back against itself, sewing neatly, and when all have been thus secured dampen the work, and slipping in the can or box, fit the covering around it. Sew a five-strand braid of colored raffia flatwise around the top, or form in loops or points for a neat finish. If a cover is desired it can be made from a piece of cardboard, cut to fit and covered as for picture frames, and fastened at one side. A braid may be attached to hang them by, and the bottom may be finished with a small braid and tassels.

(To be continued.)

TOYS IN THE KINDERGARTEN

Dr. Jenny B. Merrill, Pd. D.—The Famous Educator of Children, and Former Supervisor of Kindergartens, Boroughs of Manhattan, Bronx and Richmond—Gives Her Impressions of the Teachers' College Toy Exhibit.

From "Playthings," New York, Copyrighted 1911.

TEACHERS' COLLEGE, of Columbia University, has placed an exhibit of toys in its Educational Museum to assist parents and teachers in making wise selections for children's gifts at Christmas, and we may add for birthdays or any days.

The exhibit was arranged under the auspices of the Kindergarten-Primary Association of the Horace Mann School in co-operation with the Department of Kindergarten Education of Teachers' College. Miss Patty S. Hill, head of this department, is a kindergartner of the progressive type who believes in the use of toys in the kindergarten as well as in the home.

Miss Hill prepared and presided over the toy exhibit in the Child's Welfare Congress last year. She writes that "the primary purpose of the present exhibit is to consider the welfare of the child, and that an attempt has been made to set a higher standard and to provoke a more thoughtful consideration of the question by showing a carefully selected collection of books, pictures and toys, together with a model play-room."

The explanatory circular of the exhibit further states that "No effort has been made to secure the latest and most ingenious products of the market, but it has been the purpose to select the best examples of what has been tested and tried in child-life."

The exhibit stands for well-made toys rather than many; yet it contains an interesting showcase filled with well selected toys at a very low price as a result of an investigation to discover the best that may be procured at a cost not to exceed ten cents. In this very interesting case we noted the delight of a little girl's heart, a toy broom, a toy dust-pan and brush, a midget sweeper, toy dishes, a ball, a wagon, a set of building blocks, a drum, reins, a trumpet, and, of course, a doll.

These simple housekeeping toys make any little child happy because the instincts of imitation and of activity can be gratified.

The exhibit of which we are writing presented a full line of housekeeping toys, well made, a few unusually expensive ones, including a set of Colonial furniture made by craftsmen. The set of mahogany furniture in the play-room is of the finest workmanship and design.

There was a time in the history of toys when it was more common for craftsmen to reproduce in miniature objects of their craft. Even gold and silversmiths did so at times. This was before the day of toy factories.

One very pleasing and suggestive case in the exhibit contained musical instruments for children of varying ages.

A number of these, as the pianos, xylophones, tubephones and metallaphones, are said to be accurately tuned and of permanent musical value, giving children correct tone impressions. Playings has called attention

to the value of toys appealing to the sense of hearing.

The remarkable progress in dolldom is fully recognized in the exhibit. The reproduction of American children by American artists is noted. Such artistic dolls are recommended for older children, while the stockinet and other unbreakable dolls, those that are durable and as far as possible hygienic, are suggested for younger children.

Games are exhibited which encourage play in the open air. They are arranged "in schemes and sets in which each holds a relation to the other." For instance, such material as makes possible the re-living, under make-believe conditions, of the domestic, social and industrial life of society, and again sleds, wagons, velocipedes and doll carriages, which also encourage out-of-door sport, good tools, purchased possibly one at a time, are suggested. Animals are represented in the now famous "Do-With Toys."

We must not forget to mention "The Child's Welfare Table," which provides in a compact form materials and tools for several fundamental activities of childhood, as sand-modeling and drawing. A decorated screen, representing an entrance to a house, with a real door, would please a child and help preserve order.

Such a screen would prove a blessing in city apartments, where a large doll's house is out of the question.

Clubs and parents' associations throughout the country may well consider the occasional presentation of such exhibits to set standards to toy dealers, who gladly study the needs of children, *being parents themselves.*

QUICK-WITTED.

Dr. P. S. Henson once delivered his lecture on "Fools" at the New York Chautauqua. In introducing him, Bishop Vincent said:

"Ladies and gentlemen, we are now to listen to a lecture on 'Fools,' by one—(the audience broke into a roar of laughter, and, after it had died away, Bishop Vincent added)—of the most brilliant men in America."

Dr. Henson rose, and, with a genial smile, said: "Ladies and gentlemen, I am not so great a fool as Bishop Vincent—(another roar of laughter, after which the speaker added)—would have you believe."—Selected.

Los Angeles, Calif.—Not only is the kindergarten an integral part of the public school system of this city, but in the slums a social work is carried on in connection with the kindergarten. Two trained nurses are employed in each of the slum districts and free baths are given with the consent of the parents.

Osceola, Iowa.—The Iowa State Teachers' Association has elected a woman for president in the person of Miss Alice Dilly, a high school principal of this city.

Cowards die many times before their deaths;
The valiant never taste of death but once.
—Shakespeare.

KINDERGARTEN GROWTH

[NOTE:—Under this heading we shall give from time to time such items as come to our notice relative to the establishment of new kindergartens as well as articles or statements in the public press or from noted educators favorable to the kindergarten cause.]

North Carolina Kindergarten Association Organized

During the recent meeting of the Teachers' Assembly in Raleigh a number of the kindergartners of the State got together and organized a North Carolina Kindergarten Association. This marks quite a step forward in that department of education. The kindergarten has had a struggle to get a foothold here, for the majority of the school men of the State seemed to have taken the attitude that when the kindergarten makes good in the North we will adopt it. They have not seemed to realize that they, by a study of kindergarten principles and a recognition of their value, could do more than any other power in the State to keep our little North Carolina children from missing this early training, which has been so universally recognized as the right of all children, that in many places it has become compulsory.

The charter membership of the Association numbers twenty-two, and so much interest was manifested by several mothers of children in kindergarten and by primary teachers, that six associate members were enrolled at this first meeting.

The officers are as follows:

President, Miss Mary E. Wright, of Washington, N. C.
Vice-President, Miss Hattie Scott, of Asheville, N. C.
Secretary, Miss Louise Busbee, of Raleigh, N. C.
Treasurer, Mrs. Harvey MacNair, of Wilson, N. C.

The Executive Committee consists of the officers of the Association, and Miss Meta Eloise Beall, of Greensboro, N. C., State Secretary of the Southern Kindergarten Association.

"The beginning of real university work is in the Kindergarten, thereby two or three years' work being saved to the student."—President Harper, of the Chicago University.

"The motive of the Kindergarten, 'joy in doing,' should be the motive of all education, and the inspiring happy motive at every stage of human life."—Dr. Eliot, President of Harvard University.

Friedrich Froebel started the first kindergarten in 1840 in Germany. Today we see the Kindergarten established as part of the educational outfit of every progressive country of the world; scores of schools and colleges filled with young women of the best ability and finest culture, receiving special professional preparation for their work with the little ones; thousands of mothers with loving hearts hearing gladly the words of this great constructive philosopher and friend of children, and striving to apply his teachings in the government of their own households; philanthropists delighting to give a portion of their wealth to found, equip and support Kindergarten schools . . . . . and forwarding this movement which already has brought blessings and happiness to millions of children.—P. P. Claxton.

Relation of the Kindergarten to the School.

What the prelude is to the organist and the tuning up to the orchestra the kindergarten is to the school.

Plunge fifty or more little children from the free life of the home and the play yard into a typical primary school, and it dazes many of them socially and mentally so that they are not at their ease for many weeks.

A few over-ambitious children monopolize the centre of the stage, making the dazed ones appear and feel stupid.

About one-half of all the retarded children are retarded in the first two years of school life. Most of these are retarded because they are made self-conscious of their slowness, dullness, stupidity. They make no effort to get in tune. no attempt to get the pace.

The retarded pupils cost the taxpayers upwards of $25,000,000 a year. They cause four-fifths of the nervous strain of the teachers. They rob the rest of the pupils of much of the teachers' attention that belongs to them.

To save the $25,000,000 of waste, the teachers' nervous strain, the time and effort that belongs to all the children, would be a vast achievement.

The kindergarten can do all of this and more if the primary grades will accept their share of responsibility for the adjustment.

In the kindergarten there is no magnifying of the immature, the shy, the timid, the slow, or the blundering.

The children are taken from the home and the play yard, and are brought into tune, time, and action gradually and harmoniously. They are sent forward with no emphasis upon their differences.

If the primary school accepts its responsibility, a kindergarten promoted class may keep itself very near a unit for the entire eight grades.

Who can estimate the significance of this unification by the elimination of the self-consciousness of the immature, the shy, the timid, and the slow?

The kindergarten may save to the taxpayers many times the cost, may postpone the teachers' retirement several years, and impart to the work with the other children an inexpressible impulse.—Am. Primary Teacher.

Progress of Kindergarten Children in the Grades

The National Kindergarten Association publishes the following extracts from replies by Boston teachers to inquiries as to progress made by kindergarten children in school grades:

"The only entire class that I ever promoted at the end of a school year were children from the kindergarten."

"The habits of obedience, promptness, carefulness, are more firmly established in the kindergarten child."

"The fact that the kindergarten, by the numerous opportunities that it gives for *comparison* and *decision*, affords the earliest well-regulated method of *educating the judgment*, is enough in itself to prove that children from the kindergarten are better prepared for work."

"The thing I value most in kindergarten training is the ethical benefit to the child. (Kindness, politeness, consideration of the rights of other people, thoughtfulness, and gratitude to their Maker are all taught in kindergarten.)"

"In my experience the kindergarten children take hold of the *work more rapidly* and *progress more rapidly* than home children."

"Of all my *special promotions* made during the five years I have been teaching, three-fourths of them were pupils who started in the kindergarten. No city or town should be without kindergartens."

"The true Kindergarten and the true university are the two types of educational institutions on which the uplifting of our entire educational system must depend." —Dr. Nicholas Murray Butler, President of Columbia University.

"The Kindergarten rightly understood contains all the germs of modern education as the acorn contains the oak. In promoting the kindergarten idea you are promoting the higher, the broader, the more natural and more spiritual education."—Dr. Lyman Abbott.

Dr. Jenny B. Merrill announces that she is open to engagements to lecture upon "The Montessori Method of Infant Education and its relation to the Kindergarten." Dr. Merrill has been studying the new system since 1909 when her attention was directed to it by the Baroness Franchetti to whom Dr. Montessori dedicated her book of method. Address for particulars, The Scudder School, 59 W. 96th Street, New York City.

The oldest and best school agency in the South is the Dewberry School Agency of Birmingham, Ala., of which R. A. Clayton is manager. This agency places teachers over the entire South and Southwest at all times of the year.

My little pupils delight in colored tooth picks, pegs, etc., in their seat work and I found by boiling scraps of crepe paper I would secure coloring material sufficient for the purpose. Red and green give the best results.

The Bureau of University Travel, which had charge of the International Kindergarten Tour last summer, has a unique method of travel and study in Greece. The company own a yacht, the ATHENA, which is fitted up, as they say, "like a camp at sea." You eat and even sleep out-of-doors, under the most delightful picnic conditions imaginable. There are cruises varying from twelve days to two months in length, always accompanied by such men as Dr. Willard or Professor Clark, whose work aroused so much enthusiasm last summer. They are doing much to foster and increase a real interest in Greek culture.

The surest road to health, say what they will,
Is never to suppose we shall be ill.
—Churchill.

International Kindergarten Union

Nineteenth Annual Meeting to be held in Des Moines, Iowa, April 30—May 3, 1912.

Headquarters: The Savery Hotel, Fourth and Locust Sts.

OFFICERS.

President.....Miss Mabel A. MacKinney
Brooklyn, New York.

First Vice-President.....Miss Alice Temple
Chicago, Ill.

Second Vice-President.....Miss Hortense M. Orcutt
Savannah, Georgia.

Recording Secretary.....Miss Netta Faris
Cleveland, Ohio.

Corresponding Secretary
and Treasurer.....Miss Luella A. Palmer
New York City.

Auditor.....Miss Julia S. Bothwell
Cincinnati, Ohio.

Never in the history of the International Kindergarten Union has a city as far west as Des Moines been selected as a place of meeting. This is a significant fact in itself. Des Moines has been eager to entertain the Union and extends to its members a more than cordial welcome.

The International Kindergarten Union goes to Des Moines upon the invitation of the Des Moines Froebel Association, the Mayor of Des Moines, the Superintendent of the Public Schools, the Commercial Club, the Des Moines Federation of Women's Clubs, the Women's Club, the Principals' Club, Drake University, the Superintendent of Polk County Public Schools, the Iowa Congress of Mothers, the Iowa State Teachers' College and the Iowa State Kindergarten Union co-operate with the Association in this invitation.

The Executive Board has endeavored to arrange a program that will prove attractive and profitable.

Tuesday morning every opportunity will be given to visit the Kindergartens of Des Moines. Automobiles will be in readiness to take the guests to them, and also for drives about the city. Many will wish to avail themselves of the privilege of seeing the many fine buildings and various places of interest in this thriving Western city.

Tuesday Afternoon the Conference on Training and Supervision will be held. This is a closed meeting, admission by card to training teachers and supervisors only. It is hoped that all eligible will make every effort to reach the meeting in time for this. The Conference is in charge of the Committee on Training and Supervision, of which Miss Alice O'Grady is the Chairman, and it has been the desire of the Committee to bring before the meeting some of the many new problems of adjustment which have arisen in the last few years and which must be considered and organized. In order to make the discussion as profitable as possible, the committee has aimed to arrange the meeting so that many members may be called upon and a wide expression of opinion obtained. For this reason the plan of arrangement is; the opening speaker will outline the situation and will close her paper of fifteen minutes with a statement of several fundamental questions involved. Each one of the speakers will speak to one of these and general discussion will follow, in which it is hoped that as many as possible will join. In this way, several points of view will be given, and a slight summary can be obtained as a ground work for future progress.

Tuesday evening the convention formally opens. Dr. M. V. O'Shea of the Department of Education of the University of Wisconsin, will give an address upon "The Enduring Verities in Education." Dr. O'Shea's work as an educator is thoroughly known the country over and his address will be one of deep and popular interest.

The reports of the committees and branches give the scope of the various lines of effort covered by the Union and of the activities of the organization and clubs affiliated with it.

The Union last year merged its Parents' Committee into one in affiliation with the National Congress of Mothers. The splendid work of that body of women has grown with marvelous rapidity the last few years and the Iowa Branch is one of its strongest. It is very fitting to devote an afternoon to a consideration of the many common interests of the Congress and the Union. The program will be in charge of the Committee on Affiliation, of which Miss Elizabeth Harrison is the Chairman. Mrs. O. T. Bright of Chicago, Vice President of the National Congress is to be one of the speakers and others prominent in the Iowa Branch are hoped for.

One session will be devoted to the Kindergarten in its broader and more inclusive social aspects, Miss Annie Laws of Cincinnati, whose years of efficient efforts not only in kindergarten circles but along many lines of public service, peculiarly equip her to speak with authority, will give an address upon "The Kindergarten in Social Life." This will be followed by a paper, possibly illustrated with stereoptican slides by Mr. Guy L. Shipps of Chicago whose Playground work has been attracting much attention. He will tell us of "Municipal Recreation Centers."

Mrs. Susan T. Harriman of Boston, a member of the band of Froebel Pilgrims, who made the very delightful tour last summer, will give us an account of the interesting experiences of the party. This will be followed by a paper by Dr. Herbert Martin of the Chair of Philosophy of Drake University of Des Moines upon "Problems in Philosophy which Affects present Educational Ideals."

The Business Meeting has been given a place in an afternoon session in the hope that with no kindergartens to be visited, there may be a large attendance. It is urged that each Branch instruct its delegates to be present at this meeting. For here the branches learn of the policies of the Union which affect them as well—here the younger kindergartners, through their knowledge of the inner workings of the organization, prepare themselves to assume its duties later.

After the business meeting there will be an opportunity to listen to short talks from well known kindergarten leaders—as many as possible—from whom we are always glad to hear.

Dr. Irving King, of the Department of Education of the State University of Iowa, known as one of the most reliable authorities on Child Study and Psychology, will read an able paper on "Kindergarten Principles and Recent Developments in Educational Theory." This will be discussed by different kindergartners and later the discussion opened to the floor if time permits.

We anticipate a musical treat. Miss Eleanor M. Smith of Chicago, whose name is known wherever kindergarten songs are sung, will talk to us of "Kindergarten Music: Its Relation to Music in the Grades." This will be followed by short talks by other musicians and we hope illustrated with songs.

The Board feels the program offers a variety of good things that will prove most helpful and inspirational.

The Local Committee is making every effort to arrange an attractive week for its guests. The delegates and officers will be served luncheon at the Hotel Chamberlain, Wednesday noon. A reception is to be given by the Woman's Club at the Club House to all visitors, Thursday evening and other informal entertainments are being planned.

ADVANCE PROGAM

Monday, April 29, 2:30 p. m.

Board meeting.

Monday, April 29, 7:30 p. m.

Meeting of Committee of Nineteen.

Tuesday, April 30, 9:00 a. m. to 12:00

Visits to Kindergartens.

Tuesday, April 30, 2:00 p. m.

Conference of Training Teachers and Supervisors. Closed Meeting.

MISS ALICE O'GRADY, Chairman.

General Topic: The Next Forward Movement.

1. The Kindergarten and the Educational World.

Miss Stella Wood of Minneapolis will open the discussion with a short paper, followed by:

Miss Elizabeth Harrison, Chicago.
Miss Nina Vandewalker, Milwaukee.
Mrs. Ada M. Hughes, Toronto.
Mrs. Mary B. Page, Chicago.
Miss Jeanette Ezekiels, Des Moines.
Followed by general discussion.

2. The Kindergarten and Supervision.

Leader to be supplied.
Miss Olive Russell, Chicago.
Miss Catherine R. Watkins, Washington.
Miss Cora English, Kansas City.
Miss Alice Parker, Pittsburgh.
Mrs. Mary C. McCulloch, St. Louis.
Other members will be asked to respond from the floor.

Tuesday, April 30, 8 p. m.

Invocation.
Address of Welcome.
Response.
Address—"Enduring Verities in Education." Dr. M. V. O'Shea, University of Wisconsin, Madison, Wisconsin.

Wednesday, May 1, 9:30 a. m.

Report of Recording Secretary, Miss Netta Faris.
Report of Corresponding Secretary and Treasurer, Miss Luella A. Palmer.

Report of Auditor, Miss Julia S. Bothwell.

Report of Committee on Foreign Correspondence, Mrs. Susan T. Harriman, Chairman.

Report of Committee on Foreign Relations, Miss Annie Laws, Chairman.

Report of Committee on Investigation, Miss Nina Vandewalker, Chairman.

Report of Committee on Propagation, Miss Myra M. Winchester, Chairman.

Report of Committee on Literature, Miss Annie E. Moore, Chairman.

Report of Committee on Affiliation with National Congress of Mothers, Miss Elizabeth Harrison, Chairman.

Report of Friedrich Froebel Museum Committee, Miss Alice E. Fitts, Chairman.

Report of Committee on Nominations, Miss Ella C. Elder, Chairman.

Appointment of Committee on Time and Place.

Reports of Delegates from Branches in the East and South.

Luncheon at Hotel Chamberlain for Delegates and Officers.

Wednesday, May 1, 2:30 p. m.

Meeting in charge of the Committee on Affiliation with the National Congress or Mothers.

Speakers, Mrs. Orville T. Bright of Chicago, Vice President National Congress of Mothers and others.

Wednesday, May 1, 8 p. m.

Address: The Kindergarten in Social Life. Miss Annie Laws, Cincinnati.

Address: Municipal Recreation Centers, Mr. Guy L. Shipps. Field House Director, Davis Square, South Parks, Chicago.

Thursday, May 2, 9:30 a. m.

Reports of Delegates from Branches in the West.

Report of the Froebel Pilgrimage, Mrs. Susan T. Harriman.

Address: Problems in Philosophy which affect Present Educational Ideals, Dr. Herbert Martin, Drake University, Des Moines.

Thursday, May 2, 2:00 p. m.

Business Meeting.
Short Addresses.
Mrs. Ada Mareau Hughes.
Mrs. Mary Boomer Page.
Miss Nina Vandewalker.
Miss Mary C. McCulloch and others.

Thursday, May 2, 8:00 p. m.

Reception by Des Moines Women's Club, Club House, to all visitors.

Friday, May 3, 9:30 a. m.

Address: Kindergarten Principles and Recent Developments in Educational Theory. Dr. Irving King, University of Iowa, Iowa City, Iowa. Followed by Discussion. Speakers to be announced.

Friday, May 3, 2:30 p. m.

Address: Kindergarten Music in its Relation to Music in the Grades, Miss Eleanor M. Smith. Chicago.

Other Speakers to be announced.

Exhibits

There will be an exhibit of kindergarten hand work from various cities and Training Schools in the country. in the Auditorium, where the meetings are held.

There will also be an exhibit of books and pictures suitable for young children, along the lines of that held at Teachers' College, Columbia University, New York City, in December. This is to be in the Des Moines City Library. Miss Patty S. Hill will speak informally of the very suggestive Teachers' College Exhibit.

Places of Meeting

The Conference on Training and Supervision will be held at Drake University, Twenty-fourth Street and University Avenue.

All other meetings will be held in the Auditorium, Fourth Street and Grand Avenue, a short walk from Headquarters.

Local Organization

Officers of the Des Moines Froebel Association:

President.....Miss Caroline S. Murphy
Vice President.....Miss Belle McConnell
Recording Secretary.....Miss Florence True
Corresponding Secretary.....Miss Agnes Jennings
Treasurer.....Miss Naomi H. Smith
Chairman of Local Committee.....Miss Bessie M. Park

Committees

Headquarters—Miss Minnie E. Hopper, Miss Elizabeth J. Culbertson.

Accommodations—Miss Marie Preston.

Places of Meeting and Program—Miss Bessie M. Park, Miss Minnie Hyland.

Hospitality—Miss Mary Dunkle.

Badges and Decorations—Miss Henrietta Blessin, Miss Addie J. Maulsby.

Transportation—Mr. Z. C. Thornburg.

Music—Miss Elizabeth Platt, Mrs. Harris H. Coggeshall.

Finance—Miss Caroline S. Murphy, Mrs. Lizbeth V. Griffiths.

Exhibit—Miss Jessica St. John.

Press—Miss Alice T. Lowry, Miss Nellie Warren, Miss Minnie Rozelle.

Entertainments—Mrs. Alexander Fitzhugh.

Credentials and Elections—Miss Louisa Huntington, Miss Ella M. Malone.

Advisory—Superintendent, M. O. Riddell, Prof. Wm. F. Barr, Drake University.

Accommodations

The Savery—Headquarters—Fourth and Locust Streets. European plan. Rates: Single room without bath, $1.50 to $2.00; single room with bath, $2.00 to $3.50; double rooms without bath, $2.50; double rooms with bath $3.00 and up.

Chamberlain, European plan, Seventh and Locust Sts. Rates: Single room, $1.50 to $3.00; double rooms, $2.50 to $5.00.

The Elliott Hotel, European, Fourth and Walnut Streets. Rates: Single rooms without bath, $1.00 and up; double rooms with bath, $1.50 and up.

Hotel Randolph, European, Fourth and Court Avenue. Rates: Rooms without bath, $1.00 and up; rooms with bath $1.50 and up.

Wellington Hotel, European, 417 Fifth St. Rates: Single rooms without bath, $ .75 to $1.25; single rooms with bath, $1.50 to $3.00; double rooms without bath, $1.50 to $2.00; double rooms with bath, $2.50 to $3.00.

For information regarding boarding places in private houses, please write Miss Marie Preston, 1225 East Ninth St., Des Moines, Please make all hotel reservations with hotel management as early as possible.

The following railroads come into Des Moines:

Chicago, Rock Island & Pacific; The North-Western; The Great Western; Burlington; Wabash; Chicago, Milwaukee & St. Paul.

CHICAGO

Prof. Walter F. Sargent of Chicago University is giving a University credit course to the students of the Chicago Free Kindergarten Association, on Tuesday mornings at 11 o'clock at the school rooms in the Fine Art's Building. The subject is a very practical one "Art in the Kindergarten."

Miss Patty Hill gave a course of three lectures Wednesday, Thursday and Friday, Jan. 31st., Feb. 1st. and Feb. 2nd. on "Democracy in the Kindergarten" to the Alumnae and students of the Chicago Free Kindergarten Association. The Anna E. Bryan Memorial Fund of the Alumnae Club makes it possible for the members to enjoy from time to time such helpful lectures as Miss Hill and other prominent educators can give.

HELPFUL HINTS AND SUGGESTIONS

For Kindergartners, Rural and Primary Teachers

Transfering Pictures

The method of transfering with carbon paper is doubtless familiar to all.

Two sheets of this paper can be purchased at any store book for five cents, and one sheet may be used repeatedly.

If the picture to be reproduced is one we would not care to have defaced it should be traced on transparent paper and the copy used in transfering.

Though this method may be employed to an advantage by the teacher in her private work it is not practical for the class room.

Often we would have our pupils work out a design first on practice paper and later transfer it to a book cover, or card but we can not afford to supply an entire class with carbon paper.

I have found the following device a convenient substitute.

Rub a soft lead pencil or black crayola over the back of the design. Place it face up with the black surface in contact with the material upon which the copy is to be made.

Trace with a hard pencil working on a hard surface.

Easter greetings, and designs worked out first on practice paper, or cut from news papers, magazines, etc., may in this way be transferred to card or booklet by the smallest children.—Selected.

Paper Pulp for Modeling.

1. Collect all the old newspapers, etc.
2. Tear into bits.
3. Boil for several hours in plenty of water.
4. Work with a potato masher or hands until well mixed and soft,
5. Add one cupful of carpenters' glue to a half gallon of water and boil a few minutes.
6. When you desire to use the pulp, squeeze out most of the water from the handfuls of pulp and mix in to each handful a very little of the glue thus prepared.
7. This pulp can be preserved in Mason glass jars and used when needed. Add a few drops of oil of cloves to help preserve the pulp and prevent disagreeable odor.
8. This is fine for maps.

Number Game

I paste small pieces of coated paper on the square and round tablets, then placing two or three dozen assorted colors on my desk, I tell Mary or John he can draw out three red tablets, etc. If he gets the right number and color he can keep the tablets. If not he must put them back and wait his turn again. My pupils quickly learn the six principal colors and how to count in that way.

Bulletin Board

I have what I call a bulletin board, 4x4 feet, made of soft wood and painted green. It stands about 18 inches from the floor and can be easily moved about. On this are thumb-tacked the pictures which illustrate our subject for the week or month, and sometimes those illustrating the story work. These pictures are first talked about and placed in the hands of the children on the circle, or at the tables--then they are put on the board where frequent references are made to them, and where the children may observe them again and again and talk over them in little groups, as I have often seen them do, during their free play periods. All of this I hope, helps them in this image making period of their lives. These pictures are changed frequently, while those hanging on the walls are permanent.—Elizabeth G. Heyward, in North Carolina Education.

Device for Map Drawing.

Draw a map and cut it out. Mix 2 tablespoonfuls of flour with one tablespoonful of salt and a little water. Put this mixture upon the map, piling it high for mountains, and scooping it out for valleys. If a few drops of blueing or a bit of egg dye or water color paint is added, the tint will be pleasing. Care should be taken not to put in too much color. Before the map begins to dry, place upon it some production for each section. Thus: a bit of raw cotton for the cotton section; a few grains; a little sugar. For the manufacturing section, a bit of cloth, a picture of a shoe. For the prairie section, pictures of cattle, hogs, etc.; also a few grains of corn, wheat, oats. For the plateau section, a cent, a bit of tin foil for silver, etc.—School Education,

After the children become familiar with a song that gives clear pictures to the mind, like Clap, Clap the Hands, or All for Baby from Emilie Poulsson's Finger Plays, give the children paper and scissors or paper and crayons, and ask them to make pictures of the song the piano tells us. Have the song played over and over during the period. The music keeps the children quiet, but not suppressed—the interest keen. Or, if preferred, the song may be sang during the period. This keeps the picture, in order, before the childs mind.—Maybell Thomas, in North Carolina Education.

How I Made a Peg Board

A dry goods dealer gave me a board, such as is used to hold braid, and I made a peg board out of it by marking it of in half inch squares, making nail holes in each corner. I then painted the board and it answers very well. The time spent was really worth more than the board would have cost at a kindergarten supply house but I wanted to use one at once and it proved convenient.

ETHICAL CULTURE

Moral Education

The Committee appointed by the National Educational Association to consider the matter of Moral Education in schools and to recommend a course of study, in their report, suggest the following for the kindergarten and first-grade:

KINDERGARTEN

1. Obedience.—(Training) In following directions relative to conduct; also relative to games, marches, and other exercises.

2. Co-operation.—(Training) Songs, games, marches, etc.

3. Helpfulness.—(Training) Passing materials, putting on wraps, helping to serve luncheons, etc.

4. Attention.—(Training) To stories told, directions given, work to be done, part in games, etc.

5. Motor control.—(Training) Games, marches, paper folding, paper cutting, standing, sitting, motion songs, and free play.

6. Kindness.—(Instruction) Kindness to parents, teacher, and to each other. (Training) By being kind to each other and to pets.

7. Cheerfulness.—(Training) Singing, games, marches, other school exercises, and free play.

8. Sociability.—(Training) Luncheons, games, free play.

9. Manners.—(Instruction) How to act in their games and other exercises; how to answer persons; table manners. (Training) Luncheons, regular school exercises, free play.

NOTES.—A. Instruction given chiefly by means of stories, memory gems, and by explanations and directions given by the teachers. Teachers should remember that *showing* is more effective than telling.

B. The marches, songs, games, luncheons, free play, and much of the constructive work furnish excellent means for social training and should be fully utilized.

FIRST GRADE

1. Follow directions.—(Training) Marching; passing to and from seats, into and out of the room; removing and putting on wraps; passing and collecting materials; use of busy work, etc.

NOTE.—From the very first children should be taught how to follow directions and then trained in doing so until it becomes habit.

2. Obedience.—(Instruction) Obedience to parents and teachers. (Training) Obeying directions given in reference to conduct and school work.

3. Cleanliness.—(Instruction) Relative to cleanliness of body and clothing. (Training) Keep hands, face, and clothing clean.

4. Kindness.—(Instruction) To parents, brothers and sisters, teachers, playmates. (Training) Kindness to schoolmates and teacher.

5. Unselfishness.—(Training) Sharing things which belong to the children with each other; giving way for others to take part in games and sports.

6. Helpfulness.—(Instruction) How pupils may help at home and at school. (Training) Help in leading lines; in games and sports; passing and collecting materials; erasing boards; help each other put on wraps.

7. Self-control.—(Training) Keeping quiet, busy work, standing in lines, sitting, marching.

8. Motor control.—(Training) Writing, talking, reading, phonics, gymnastics, free play.

9. Cheerfulness.—(Training) Stories, singing, marching, free play. The aim should be for teachers and pupils alike to be cheerful in all their work as well as play.

10. Love of parents.—(Instruction.)

11. Good manners.(Instruction) Relative to school manners; manners at table; use of good language. (Training) School manners, reciting, speaking to the teacher, treatment of each other in the schoolroom and on playground.

NOTES.—A. Instruction to be given chiefly by explanations, directions, stories, memory gems. Showing pupils what to do and how to act is more effective than telling. Train leaders among the pupils themselves. Much greater emphasis should be put on moral training than on moral instruction.

B. While the opportunities are not so great for social training as in the kindergarten, yet teachers should avail themselves of every means to give pupils social training. Songs, marches, games, constructive work (make things for parents or friends), the festivals, parents' day, special celebrations, and luncheons should be utilized for social training.

C. The teacher should make a careful selection of stories, incidents, and quotations a propos of the topic presented.

The committee in its report sets forth that "The great need of the times is not so much for men with brains and money, but for men who posses common morality. Systematic Moral Education has proven highly beneficial in France, Japan and other Countries where it has been definately undertaken.

Memory Gems

The hand that gives, gathers.

He gives double who gives unasked.

A contented mind is a continual feast.

No tent so good to live in as content.

A good cause makes a strong arm.—Shakespeare.

Thrice happy they who have an occupation.—Byron.

What makes life dreary is the want of motive.—George Eliot.

That which is good to be done, cannot be done too soon.—Bishop Mant.

A brave man is sometimes a desperado; a bully is always a coward.—Haliburion.

He who receives a good turn should never forget it; he who does one should never remember it.

He'll seldom need aid
Who has a good trade.



Mrs. Maria Kraus-Boelte

Meeting of Kraus Alumni Association

The recent meeting of the Kraus Alumni Association at the Hotel San Remo proved a most interesting as well as a most highly enjoyable event. Mothers' meetings in connection with kindergartners were discussed by prominent kindergarten leaders who presented the most important feature of the kindergarten work from both the educational and sociological point of view.

Mrs. Kraus-Boelte spoke of Froebel's play with children and of his lectures to young girls and mothers in which he endeavored to make plain the principles underlying his play, and thus raise the plays from those of the instructive to those of the educative type. The education of little children was a "royal work" and the assistance rendered to mothers aided the children and homes of the community. Miss Mabel MacKinney, supervisor of the Free Kindergarten Association of Brooklyn, suggested the three classes of mothers with whom the kindergartner had to deal—namely, the cultured, intelligent women who were willing to co-operate in the education of not only their own but other children, the uneducated but interested women in whom motherhood had awakened a desire for knowledge, and the uneducated, careless women who because of environment and poverty could not understand how to help the child or the kindergartner.

The kindergarten, therefore, has a triple mission, but should strive also to include the fathers by inviting them to parents' meetings held in the evening at the schools. The kindergarten may be said to have advanced the child study and child welfare movements, to have increased the interest of parents in the school and its work, and made of the school a social centre.

Miss Mary Reid of the Mother Craft School, 566 West End Avenue, spoke of the classes in child hygiene, dietetics, biology, and sociology by which the health and proper treatment of children were furthered. The laboratory work in connection with the kindergarten and nursery of the school, as well as the library and permanent exhibit of nursery equipment were most encouraging reports. Mrs. Johnson of Sesame House, London, is assisting in the development of some phases of this work.

Dr. Jenny B. Merrill spoke of "Mothers' Meetings" from the mothers' point of view. The kindergartner must render respect to and ask for the help of the mothers who are the best fitted by heredity and motherhood to know their children, but they may have their attention called to the library, park, playground, and other helpful institutions for their children in their own locality. Mrs. C. E. Meleney spoke of the beauty and value of the word "co-operation."

The mother was best fitted from both physical and spiritual sense to help her child, and if in some instances unconscious of her ability must be roused and aided to her responsiblities. The mother whose individual problem was that of poverty, grief, or many cares, as well as those mothers whose general problem presents itself as unconsciousness of any love or interest for children outside of their own families prove to be in need of help. The kindergartner enlists the service of the latter in some general movement of value to the school community, while to the other she gives the word of cheer or real practical help.

Among the interesting subjects for discussion in these meetings current topics in regard to children, their needs, and the means to satisfy them, will not only create an interest but bring about a social or community life. The home, the kindergarten, the elementary and higher school, and even college life are but steps which should be so linked and bound that the child gains the idea of unity from the feeling, thought, and action of parents and teachers. Miss Theodora Hay of the Public School Kindergartens spoke of the value to a community of a "motherly mothers' club" and Miss Adriana Dorman, the president of the Association, thanked the speakers who had so willingly given their time for the help of children and those associated with them.

New York City. The Board of Education have appointed as assistant directors of kindergartens in the local schools, Miss Luella A. Palmer and Miss Margaret M. Simmons, Miss Palmer graduated from a four years' course at Normal College in 1886, from the two years' kindergarten course at Teachers' College in 1896, and a post graduate course in 1897. She pursued special courses at New York University from 1901 to 1905, and received the bachelor's degree and diploma in kindergarten supervision at the Teachers' College in 1906. From 1897 to 1905 she was a kindergartner in P. S. 94 Manhattan; from 1906 to 1909 she was director of the Speyer Kindergarten, a school for observation and training by students at Teachers' College, and from 1909 to the present time she has been in charge of a kindergarten in P. S. 63 Manhattan. She did summer school work at the New York University in 1905 and 1906, and gave extension courses under the auspices of the Teachers' College in 1909-1910 at Newark and Brooklyn, thirty hours each.

Miss Palmer was president of the Public School Kindergarten Association, Manhattan and the Bronx, from 1904 to 1905, and of the kindergarten department of the N. E. A. from 1909 to 1910. She has written articles on kindergarten topics for various journals. She is now secretary of the I. K. U. Miss Palmer is author of "Play in the first eight years." This year Miss Palmer is a member of The Faculty of "The Scudder School" and is giving the course on Program Making.

Miss Margaret M. Simmons is a graduate of the Girls' High School, Brooklyn, 1900, and of Pratt Institute, kindergarten normal course, in 1902. She holds a diploma in kindergarten supervision from Teachers' College, '06, and a degree of bachelor of sciences from Columbia University, '10. She served as kindergartner in P. S. 137, Brooklyn, from 1902 to February, 1911; in P. S. 3 from February to September, 1911, and is now a kindergartner in the Brooklyn Model School. In the summer of 1903 she was principal of a summer playground, and in 1908 she was selected to visit the kindergartens in England.

Schenectady, N. Y.—Dr. Jenny B. Merrill of New York spoke here a short time since on Montessori Methods, and also gave an outline for a spring program. She also spoke on the gifts. The address proved a rare treat for the kindergartners of this city.

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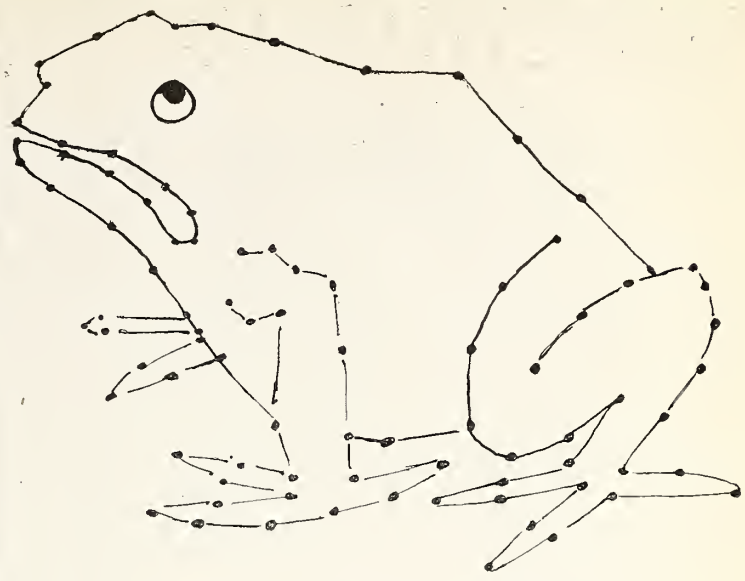
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Birmingham, Ala.—Patty S. Hill, the well known New York kindergartner, will deliver an address at the Alabama Educational Association Meeting here, April 6. Subject "The New Education." Dr. J. H. Phillips, Superintendent Birmingham Schools, Prof. S. S. Murphy, Superintendent Mobile Schools, and Prof. N. R. Baker, Supervisor of Rural Schools, Alabama, will talk on "The Kindergarten in the Public School."

Durham, N. C.—As an illustrative of the wonderful progress educationally that is being made in the south, we wish to cite the fact that with a population of 35,000 Durham County has by a careful estimate not over 500 people white and black included who can not read or write.

Charleston, S. C.—The date of the Annual Meeting of the State Teachers' Association has been extended to April 25, 26 and 27.

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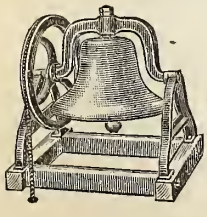
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THE KINDERGARTEN
—PRIMARY—
MAGAZINE



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EDITORIAL NOTES.

I. K. U. at Des Moines, April 29-May 3.

ANNUAL Meeting N. E. A. Chicago, July 6-12.

The new Chinese republic has decided to incorporate the kindergarten in its national schools.

PLAN to go to Des Moines for the annual meeting of the I. K. U., April 29-May 3. If you have never visited the Middle West the trip alone will be well worth the time and expense.

DO not forget the appeal of the executive board of the I. K. U. for two thousand associate members on or before the Des Moines meeting. Why not send in your subscription at once and then make a vigorous effort to secure others. If you live in a small city why not undertake the work of getting every kindergartner to become an associate member of the Union. A little earnest effort on the part of each kindergartner will greatly encourage the faithful ones who are devoting so much of their time and substance to the endeavor to make the Des Moines meeting the greatest in the history of the Union.

THE selection of Chicago as the place of holding the next annual meeting of the N. E. A. will meet the hearty approval of educators everywhere. Under present rail restrictions a city possessing the water transportation facilities of Chicago has many advantages over inland towns. Excursions from all points on the great lakes at low rates frequently prevail at this season rendering it possible for a far larger number to attend than would have been the case had an all rail point been selected. Then the accommodations afforded are scarcely unsurpassed and the prevailing lake breezes render it more comfortable in summer than other cities, less favorably situated.

DR. JENNY B. MERRILL, late supervisor of kindergartens in New York City, has consented to write a series of twenty articles relating to gift and occupation methods as applied to village and rural schools. The first article will appear in the September number entitled "Out of Door Life—Walks and Excursions," followed by "The Kindergarten Building Blocks." Every gift and occupation will be taken up and its educational possibilities outlined for the special benefit of those engaged in the work in small cities, villages and rural schools. Dr. Merrill has had a wide and successful experience, beginning with work in the rural schools and extending to the supervision of probably the greatest public kindergarten system in America. Her articles will be fully illustrated and will constitute a prominent feature of the magazine for the coming two years.

WE are pleased to announce a rich treat for our readers in the way of a series of eleven articles by Dr. W. N. Hailmann, the well known kindergarten author and training school supervisor, of Cleveland, Ohio, which will appear from time to time in future issues of the Kindergarten-Primary Magazine. The first article entitled "The Mission of Childhood" will be published in the May number. Other articles to follow are. "Our Responsibility," "The Martyrdom of the Child," "Head, Heart and Hand," "Schoolishness in the Kindergarten," "The Culture Epoch Theory," "The Ethical Gamut," "Socializing the Child," "Culture and Efficiency," "Vital Education," "The Montessori Method." Dr. Hailmann's works have been standard in the kindergarten world for many years and every thing coming from his pen is so distinctly fundamental, clear cut and helpful, that we are certain they will prove a most interesting feature of the magazine during their continuance.

A VISIT IN MISS LUELLA A. PALMER'S KINDERGARTEN.

Jenny B. Merrill, Pd. D.

Hearing of the unanimous nomination of our Board of Superintendents and the election of Miss Palmer for the assistant diectorship of our public kindergartens, I determined to enjoy one more morning with her in the kindergarten room, where she has worked out so many interesting problems of child life and thereby proved her superior qualifications for the work of helping other kindergartners.

My visit was on a morning in early February, only a few days after the semi-annual promotions. About half of the children had been entered within a week. The register is low at this season of the year, but increases day by day. On this morning there were present thirty-six children. (The register may reach fifty.)

Miss Palmer was alone until 9:30, when her able assistant, Miss Berry, arrived. (In the New York kindergartens the assistant now helps about half of the session, taking a new class of her own in the afternoon).

Before nine o'clock, "Before the circle," has always been an important time in Miss Palmer's kindergartens. The children have free use of the kindergarten room and assist in its care. They have access to the common toys children love, including a doll-carriage, which, Miss Palmer tells me, she secured over ten years ago. It is still in good condition, tho' hundreds of little mothers have wheeled dollies in it.

At the sound of just one note upon the piano the little ones grew quiet and carefully put away the toys. They then stepped to their places at the tables, standing each behind his own chair. "That's good," was the strong and simple word of approval.

Miss Palmer meanwhile had simply waited, standing quietly by the piano.

One-half of the children were told to take their chairs to the ring. They walked, without music, and placed them on the ring. Then followed the second half. This division of a kindergarten is very helpful during the early days of the term, as it only creates confusion to attempt to move thirty to fifty children at once. Even four "details" may be necessary if fifty are present until the routine is pretty well established.

When the line is short each child moves briskly and feels his individuality. The kindergartner, too, can observe individuals, whereas if an attempt is made at once to move a long line of little children, a slow, snail-like movement is necessary, children press against each other, confusion may ensue and time is really wasted, not saved. Remember, young kindergartner, this simple plan of detachments and groups all thru the day, and you will best learn to discipline as well as to know the children even in a large kindergarten.

Miss Palmer advises kindergartners not to attempt to form morning ring during the first few days of the term, but rather to let the children become familiar with their seats at the tables, thus establishing one fixed point in the room that is their very own. It is found that the little chair is a peculiar object of interest to each newcomer, and to go to it quickly and quietly when the piano "speaks" is a pleasure. To draw the chair out from the table, to stand behind it, to learn just where to take hold to lift it up, are all interesting little details that help later when it is decided to carry the chairs to the ring and sit together. The little ones should not be hurried in any movement, but should be given plenty of time at first, or they will lose their sweet childish grace.

If we hurry them, we will succeed only in teaching them to be awkward and jerky in moving.

Caesar's good motto, "Make haste slowly," is the needed watchword. These every-day little acts will soon become habitual, but at first they are most interesting to the child, and each move absorbs all the little one's attention.

Let one movement be well over before a second is suggested. The kindergartner is to "follow the child," we remember, as well as to lead. She silently observes the children taking a clue here and there. It may be necessary to touch some children at first, for all do not understand quickly a general direction. It is better not to touch but to wait and secure results by imitation, if possible, of an older child. "See how your little friend holds his chair. Can you do it that way?" may be all that is needed. Nervous children and those who have been accustomed to harsh words at every mistake in the home, may be confused. Notice such children as little as possible until they gain composure.

The day of my visit the children walked to the circle in two detachments and without music. Especially when there is but one kindergartner in the room it is better that she should be near the children when they are changing places from tables to ring or vice

versa. Later music will help; now it is superfluous and distracting.

After the little ones were all standing quietly behind their chairs in the circle, Miss Palmer said, "Hands up!" "Hands out!" "Hands down!" This gave the children a short experience in listening to directions and following them promptly; assisted by imitation, for the teacher suited her own movements to her words. To give these three movements assists in securing the final one, which was the one desired before singing "Good Morning" and a very simple hymn.

The children now were directed to walk inside the circle of chairs and were seated. Miss Palmer then played a selection upon the piano. I noticed some of the little ones imitated by "playing piano" in their laps. One child even crossed his hands in playing, which indicated to me that he had heard and seen more of the piano than I would have supposed had I not observed this movement. We study children thru their movements. A few children chatted a little. No one was corrected for so doing. It was as a whole a very quiet, orderly little band, happy and not consciously repressed.

Miss Palmer next said, "I have a little song to sing to you about a kitty and a dog. Listen. The children on this side may play they are kittens, and on the other side, doggies." Each side simply imitated the sounds. A short talk on a phase of cleanliness followed. The kindergartner walked around the ring and observed the rows of little white teeth. One spoke of tooth powder. There was a pretty picture passed showing this valuable toilet article. The children sang, "This Is the Way We Brush Our Teeth." Indeed they played out all the desirable morning preparation in the home, as:—

"This is the way we wash
Our faces so nice and clean."

"Not very poetical," one may say, but it is all essential during the first days in many sections of town, and indeed, in our best homes it is appreciated. We are grateful to Miss Poulsson for the poetic versions in Father Play of these homely scenes.

Next a few words about breakfast, and a make-believe tasting of bread and milk.

One boy ventured, "It's fine." Hands were again washed to be ready for school, outer garments fastened (all in pantomine), and then began a most pleasing dramatic scene of little ones coming to kindergarten, two by two. One child was selected at a time to choose a partner. Together they walked around the ring several times, finally reaching the kindergartner, who shook hands and gave them a pleasant welcome Then two more, and two more. "It is getting pretty late," said Miss Palmer, "perhaps the next two better walk faster." The last couples ran. Thus a very simple game was inaugurated, dramatic representation started and a correct image formed of what constitutes "Getting ready for kindergarten." Polite greeting and salutation was incidentally taught.

Several really choice pictures of children depicting these very home scenes were placed in a row on the blackboard ledge to quietly impress the children with the poetry of the "wash-bowl." The last picture was one showing the kindergarten ring.

A very happy ending of the morning circle followed. A box was opened containing two new dolls, a boy doll and a girl doll. These were passed by two children so that all could see them. Two other children brought a doll's table to the center of the ring, two others placed a few dishes and two chairs, and the new dolls were seated for breakfast. No one spoke a word. All were eagerly attentive. Miss Palmer then said quietly, "These dolls are for you to play with when you come early in the morning. Tomorrow morning you will find them in the closet."

"Can we take off their shoes?"

"I don't know, but we will see tomorrow morning."

"What would you like to name our dolls?"

Finally the names Philip and Mildred were chosen.

At one note on the piano all rose and, without music, carried chairs back to the tables.

It was now 9:35!

How was it possible to do all this in a half hour? Because there had been careful prearrangement, and secondly, because there was just enough conversation to keep up the spirit, but no unnecessary talking.

To recapitulate, the main features were deeds, viz.:—

1. Preparing for kindergarten.
2. Going to kindergarten.
3. Greeting the teacher.
4. Showing pictures.
5. Setting the table.
6. Finding and naming the dolls.

The general topic for the week had been, "The Family," with just a suggestion of pets in the song. The succeeding topic will be "Pets," and will introduce animal life.

THE HOME AND SCHOOL LIFE.

JAMES M. GREENWOOD
Superintendent of Schools, Kansas City, Mo.

Each exact science is based on certain elementary or primary principles. It is thru the mastery of a few definite fundamental truths that the learner comes to a clear and unquestioning recognition of the abstract principles which constitute the foundation of the mathematical, physical, biological, and other exact sciences, and these principles are applicable to all spheres of mental activity among civilized peoples. In the special sciences of physics, chemistry, biology, geology, and astronomy, by the observation of individual facts, general laws were discovered and universal conclusions established as the groundwork of these sciences, and what is true of these sciences is equally true of all other departments of exact human knowledge. Observed at first as facts, grouped and classified according to principles in which uniformities and dissimilarities can be detected, sciences are created, and the laws governing them as such are formulated.

In the moral sphere, the child at first has no intuitions of the abstract principles of right and wrong, but as he grows in stature and knowledge, the time is reached that when he witnesses an act he feels it to be one of love, kindness, faithfulness, or of gratitude, or its opposite, and he further decides that it is a good or a bad act, and it is then that the moral idea is gaining a foothold in his mind. Thus by degrees he arrives at the conclusion that one act is good and another is bad. It is from this norm, branching out in two different directions, that the child makes his first crude generalizations on moral questions. By comparing an act with the standard that is being built up in his own mind, whether this particular act concerns himself or others, is the method of moral development. As a result of this kind of mental thinking, a philosophy of conduct is established that is as valid to him as are the axioms of mathematics or the verities of philosophy to the analyst or the logician. With such mental conceptions firmly fixed in the learner's mind concerning his thoughts, feelings, and actions, the basic principles of morality are as valid to him in his modes of thinking as any other group of notions he can possibly have.

Behind every act there should be clear knowledge and a definite purpose, and the more complete the knowledge, the stronger is the tendency to act up to the fullest measure of light one has. A constant repetition of virtuous acts grows into habit, habit develops into character, character makes conduct, and conduct is the greatest part of active life in conformity to one's nature.

The real problem of moral training from its theoretical aspect is to investigate the laws or forces which control people in groups, and to teach them how to live together in complex societies so that each will be guided by righteousness and justice in his relations with others.

As a practical science moral education, or ethics, relates to all kinds of deeds and habits of doing which concern one in relation to others, whether in small or large groups. One may conduct himself in such a manner as to obstruct the wishes and actions of his fellows, or render their efforts void, according to his power and skill in setting his will over against theirs, or by dividing or nullifying their counsel; on the other hand, one may think and act in such a manner as to assist and reinforce their efforts and bring comfort and satisfaction to large masses of people.

Give Carlyle's advice—"Let each become all that he was created capable of becoming," and encourage the children by the exercise of reason to expand to their full growth, like a sound and healthy plant, and to be careful to cast off the fungi of bad habits. Although we do expect a child's reasoning power to compel his acceptance of right and his rejection of wrong, still we do not expect that child to become perfection. What we do expect is that he will select the best models for his imitation, and set up as high a standard of excellence as he can possibly attain to.

One of the most significant comments I have heard on nature-study work came from a country teacher, who said that because she had taught it, her pupils were no longer ashamed of being farmers' children. If only that much can be accomplished for each country child, the result will be enough for one generation. What can be done for the country child can be done in a different sphere for the city child. Fifty years hence the result will be seen.—L. H. Bailey in "The Nature Study Idea."

Labor is man's great function. He is nothing, he can be nothing, he can achieve nothing, he can build nothing without labor.—Orville Dewey.

CHARACTERISTIC PHASES IN THE PERSONALITY OF CHILDREN.

By Jenny B. Merrill, Pd. D.

The Age of Approbation.

The child is chameleon-like to a remarkable degree. He takes on one phase of his environment and then another.

While this characteristic commonly known as imitation is proverbial, there are marked tendencies in the development of the child-personality not at all dependent upon the instinct of imitation. There is growth from within, indicated by well-defined stages or periods of development as the years come and go, independent of environment. One of these early periods or stages of growth is marked by a desire to be noticed by adults and a growing fondness for praise. An English writer has dubbed this period, "The age of approbation." The little one watches for sympathy and approval. He longs for a smile, a nod, a word, or a pat on the head when he has pleased you. We are all quite dependent upon judicious praise throughout our lifetime, but as this particular age advances the child feeds upon praise, forms his ideals by means of it, starves spiritually without it.

There are dangers in all good things, poisons even in sweets. It is ever difficult to see and to find Aristotle's "golden mean." Excessive praise may unduly develop self-consciousness in children and lead to vanity. It may lower the child's motives in the end. The far-seeing Froebel warns the mother in one of his "Mother Play" commentaries: "When your child begins to be attentive to the judgment of others concerning himself, you must solve a double problem. First, you must clearly discriminate **what he is** from **what he may become,** and through your conduct toward him you must make him aware of this distinction. Second, you must clearly discriminate between his visible actions and their motives, otherwise you will foster in him a false conception of his own individuality."

Notwithstanding these two difficulties, those interested in the care of children must never forget that a love for praise marks a distinct era in the young child's life. It is both a natural and a healthy longing. If used judiciously, praise will strengthen and encourage good motives and right action. I have found it a good rule to praise the act rather than the child directly. For example: "Where are all those toys I saw on the floor? Did a little fairy come and put them away? No? I must look in the closet. Well, well, here they are, all packed away where we can find them to-morrow." This is praise enough. It is indirect and leads to the higher ideal of preparation for the future. Or, at the supper-table, mother remarks to father: "I could not find a single crumb under Bennie's chair to-day after lunch. Will you look to-night and see if he is as careful again? It helps us so much to have careful children."

The kindergartner does not rebuke little ones who are tardy.

She tells a story about children who come to kindergarten early and cites the good times they have helping her get the room in order, feeding the fishes, and watering the plants. "Mary helped me this morning. I don't remember that she was ever early enough to help so much before," she says in praise of Mary's promptness.

If a child has done a piece of work well in school, it is very crude for a teacher to praise the child too directly, as "What a smart boy; you will soon be as clever as your father." There is a suggestion of satire in such extreme praise that fails to satisfy a child though he may not fully realize the reason.

In school, praise the work as, "This is a good drawing, or your books are nicely covered. This is a fine map; who drew it? Perhaps some one can do better next time." Endeavor thus to lead on to a higher level than that of mere praise. This less-direct method of approving leads the child to think of his work rather than of himself. If a child begins to show a tendency to expect too much admiration, direct him to greater effort, or call attention to another's work. Raise the standard. "Yes, this is good, but I think you can do better."

While working along the line of natural development, which certainly demands a full measure of praise, give heed to Froebel's warning to think of the future, to "discriminate between what the child is and what he is to become," but do not forget that "the age of approbation" is a round in the ladder by which the child climbs. It is wise even to watch for opportunities to praise rather than to find fault. A mother exclaims, "Don't slam the door, you noisy child!" Let her rather watch for a moment when the door happens to close gently and then remark, "How quietly you closed the door! You are growing more careful, are you not?"

Praise and good cheer are invigorating. Oc-

casionally express disapproval, for there is value in contrasts. Praise with no opposite would lose part of its virtue. "I am disappointed to-day. I expected better results. What shall we do to get them?" may arouse a greater desire for approbation and lead to higher results in the end.

It is an exceedingly delicate matter to pry into children's motives. If we seem to distrust children, they may lose confidence in themselves, or they may become deceitful and try to hide their motives. Greater prudence must be exercised in praising motives than in praising results. When, however, a child has tried and failed, the effort may be praised, and gradually the child will learn that the motive lies back of the final result. If a kind act appears to be prompted merely by a desire for praise or for any other wrong motive, pass it in silence. Consider whether you have been praising too frequently. Treat the act as a matter of course that does not call for notice. It does not do to pry too closely into a child's motives, nor to expect too high a standard. To praise when the motive is decidedly low would foster a low ideal. Silence is the best remedy. The child will feel your unexpected silence as sufficient reproof. He will miss the looked-for praise and become thoughtful. There is no child more disagreeable than one who strives constantly to court attention through officious acts. Do not minister to vanity and self-conceit. As the child advances in years, limit your praise, but make it hearty and strong betimes.—Baptist Teacher.

New York City.

GROWTH OF PERSONALITY IN THE CHILD.

By Jenny B. Merrill, Pd. D.

The point is this: The child's personality grows; growth is always by action; the child clothes upon himself the scenes of the parents' life and acts them out.—J. Mark Baldwin.

Professor Baldwin has traced very carefully for us in his little book, "The Story of the Mind," how the child gradually becomes conscious of himself as a "self." His main thought is that by observing those who minister to his wants, the child first becomes conscious of the difference between things and persons. Even at two months the child knows the difference in the way he is handled if the accustomed touch is missing. "I think," says Professor Baldwin, "this distinction between persons and things, between agencies and objects, is the child's very first step toward a sense of personality." An increasing recognition of persons centers mainly in the movements of adults and in their voices and their faces. There is an irregularity, an uncertainty, as persons move and speak that does not inhere in things, and the child learns to recognize these differences of mood and method. Professor Baldwin notes that these irregularities lead the child to become watchful and hesitating even as early as the second half of the first year.

All through the second year the child puzzles over these differences or irregularities in persons about him. He is drinking in their personalities while gradually becoming conscious of his own. Observing these differences and irregularities, the child himself becomes more or less capricious or "contrary." He is growing in his own sense of personality. He, too, can act—sometimes this way, sometimes that. He acts differently toward father, mother, and nurse. He obeys one person quickly; another he refuses to obey. If left alone with children his behavior is very different from that when an adult is present. I once was present when a little girl about five years old had been very disrespectful to her mother, who was a poor disciplinarian. Soon after her father came home. To my surprise, when he said to his little daughter quietly, "Your mother is calling you," she answered in the sweetest tone, "All right, I am coming, mother dear." The father created a new atmosphere for the child, making it eager to respond graciously.

It is only gradually that the child learns to know himself "from the inside," as it were. This is the beginning of subjective life. To feed and foster this growing personality is the most delicate task of the parent. "The child clothes upon himself the scenes of the parents' life and acts them out."

The pretty little dramas between children, as one assumes the rôle of mamma and the other remains a child, or the latter "playing horse," "playing doctor," "playing driver," "playing fireman," all these little dramas created by the child through his inborn tendency to imitate, help in the growth of personality. Occasionally a child's fancy is so lively that he assumes a character for days and even weeks. One little girl of four is so intense that she says: "I am not playing I am Bo Peep; I am Bo Peep!" Another little girl would not answer to her own name, but insisted upon being called by her assumed name, "Cinderella." A little girl of five visited her sick grandmother.

The following day she was found in bed playing she was her own grandmother. She even tried to imitate her grandmother's voice.

I was once reciting to a boy two years and a half old the Mother Goose rhymes of "Little Boy Blue." Again and again I repeated it in dramatic tones, looking about as if searching when I reached the line, "Where is the little boy who looks after the sheep?" After having heard with increasing interest the story over and over, perhaps twenty times, suddenly to my surprise, without a suggestion on my part, the dear little fellow threw himself down upon the floor pretending to be "Little Boy Blue," fast asleep. I tooted a make-believe horn, he jumped up, found the sheep, seizing the wash-basket to bring to me for a sheep.

It is not difficult to realize that the child's own personality grows by assuming the characters which surround him in life and which are presented to him in stories. The intelligent parent begins to realize through careful observation of these many little dramatic scenes of the nursery that the child is truly "clothing upon himself," the very tones and gestures of father and mother, and other members of the household with whom he is in daily contact.

Professor Sully, in "Studies of Childhood," relates an interesting scene of self-mastery through imitation of the father as follows:

"The father says he had got into the way, when the child was inclined to be impatient and teasing, of putting up his finger, lowering his brow, and saying with emphasis, 'Cliffy, be good!' After this, when inclined to be naughty, Cliffy would suddenly and quite spontaneously pull himself up, hold up his own little finger, and lower his brow as if reprimanding himself."

Yet one often hears a parent say: "I don't know why my little girl or boy acts in this way," when an outsider can trace the act easily to a household habit.

It is not difficult to understand with these facts in mind that the child's personality grows in the main by what it feeds upon in the environment. An only child copies adult ways and assumes adult attitudes to an unfortunate extent. "The child needs the child." The importance of brothers, sisters, cousins, playmates in helping to form and feed personality is great. While it is true that the child imitates adults, their actions are often too complex for him to understand, and he mistakes blindly. A childish example, indeed several, are essential for the best development of personality.

Even taken in school life, especially in boarding-schools, mates should be frequently changed. In an excellent home-school, the principal told me that she changed seats at table, and roommates also, every month. This might also be done in the home with advantage. An experienced teacher in a normal class lately explained to her pupils that if they wished to broaden their own personality, they must not seek one companion to the exclusion of others, but rather, change seats frequently and cultivate as many of their classmates as possible. In fact she insists that this shall be done. Some one may think that this is opposed to the formation of true friendships, and doubtless it could be carried too far, but I am convinced that it is the wise course for the growing personality. It also prevents copying the peculiarities of one person.

Above all things, fathers, mothers, teachers, elders, give the children room. They need all they can get and their personalities will grow to fill it. Give them plenty of companions, fill their lives with variety. Variety is the soul of originality, and its only source of supply. The ethical life itself, the boy's, the girl's conscience, is born in the stress of the conflicts of suggestion, born right out of his imitative hesitations.

Another force which goes to make up personality is the natural endowment and temperament of the individual. The response of different children in similar conditions of course varies widely.

The child is not a mere camera to reflect, else there would be no differences in personality, no individuality. Nevertheless, the point of view to which Professor Baldwin has led us is the one which indicates what we can do to influence growth in personality, whatever the original heredity may be.

No one can doubt that Helen Keller must have come into the world with an unusual inheritance of mentality, but it is quite as certain that her remarkable personality could not have been developed, could not have advanced to its present breadth of view if so much had not been done to feed it with varying experiences and from contact with many persons.

The full growth of personality in the child and youth demands home influences, the kindergarten, the school, society, the church, visits to places of interest in his environment, as parks, museums, exhibitions, points of historic interest, and later, if possible, travel.

I know one father, a busy physician in the city who yet saves a half holiday for his children every week, when he acts as their guide and friend upon many educational excursions. Their knowledge of the city, the state, and its institutions has developed a political personality, so to speak, in the children.

There are distinctive periods in the growth of personality in the child and the youth which sometimes puzzle the parent and teacher who has not considered them. These we hope to present in another article. At present we are urging a closer consideration of the possibilities of growth in personality, through imitation and the absorption of external influences.—Baptist Teacher.

"Beauty of achievement, whether in overcoming a hasty temper, a habit or exaggeration, in exploring a continent with Stanley, or guiding well the ship of state with Gladstone, is always fascinating; and whether known in a circle large as the equator, or only in a family circle at home, those who are in this fashion beautiful are never desolate, and some one always loves them. Beauty of reputation is a mantle of spotless ermine in which, if you are but enwrapped, you shall receive the homage of those about you, as real, as ready, and as spontaneous as any ever paid to personal beauty in its most powerful hour."—Frances E. Willard.

A man's country is not a certain area of land, of mountains, river and woods,—but it is a principle; and patriotism is loyalty to that principle.—G. W. Curtis.

It is a good and safe rule to sojourn in every place as if you meant to spend your life there, never omitting an opportunity of doing a kindness, or speaking a true word, or making a friend.—*Ruskin.*

Trace the beneficent influences in our corporate life back to their source, and you will find that Jesus Christ confronts you with the golden rule in His hand and the law of love upon His lips.—*Selected.*

There are three great virtues to which every one should be dedicated—the virtue of civilization, which is politeness; the virtue of morality, which is conscientiousness; the virtue of religion, which is humility.—*Martin G. Brumbaugh.*

The series of three articles on "A Visit to Miss Luella A. Palmer's Kindergarten," which Dr. Merrill begins in this number of the Kindergarten Magazine, will be of timely interest to many kindergartners, not only in New York City, where Miss Palmer's work has recently been recognized by her appointment as Assistant Director of Kindergartens, but also to kindergartens all over the United States, who will meet her this year as Secretary of the I. K. U. at Des Moines.

Miss Palmer's work as a kindergartner has been marked by several distinct features. Her father and brother being well known physicians in New York, she has acquired naturally by association with them a peculiar interest and ability in studying the child's physical needs. The first article which appeared from her pen related to child study in this direction. Miss Palmer also led in the instructive study on "Children's Ideals," undertaken by The N. Y. Public School Kindergarten Association and published in this magazine October, 1903.

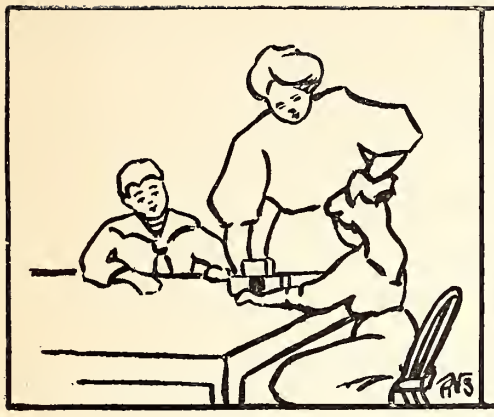
Her address as president of the Kindergarten Department of N. E. A. (1910) on **"The Principle of Development As the Basis of Kindergarten Method,"** is now being used in many training classes as a text. It is an unusually thoughtful paper and requires careful study. Those who first heard it in Boston before the department, moved to have it printed in full for distribution. Miss Palmer's style in writing is condensed hence one is repaid for carefully and repeatedly re-reading her papers. Her last paper before the Training Teachers' Conference of the I. K. U. upon **"The Principles Underlying the Kindergarten Program,"** also repays study, and is being recommended in training classes as a text.

Many of Miss Palmer's associates are looking forward to the publication of a book she has recently completed on **"Play in the First Eight Years of a Child's Life."** The very title suggests her broad outlook and her application of the principle of continuity.

Miss Palmer has made a close study of art in its relation to kindergarten occupations, games and festivals.

We congratulate New York City and the cause at large upon her appointment and through it of the extension of her influence.

Of the St. Nicholas departments, that "For Very Little Folk" is especially delightful this month, with pictures and jingles all about finger and toe play by Arthur Guiterman, Fredric B. Hodgins, Alice Turner Curtis, Florence E. Storer, Emilie Poulsson and other child play experts.



PRACTICE DEPARTMENT

KINDERGARTEN DAILY PROGRAM

NORA KEOGH

[NOTE—Owing to the delay necessary to reach our subscribers in foreign countries we adopted the plan of printing this program one month ahead. Some of our American subscribers, however, prefer the program in the issue for the current month. We have therefore decided to republish the program for April and subsequent months, followed by the program for the succeeding month, believing this the best plan for the accommodation of all.]

APRIL.

FIRST WEEK.

Monday—Circle—Vacation experiences.
Rhythm—Review.
Table 1st—Free representation of anything done in vacation.
Table 2nd—Fold umbrellas from circular paper. Mount them and add handle and end of handle with black crayon.
Games—Free choice.

Tuesday—Circle—More about vacation and the changes it brought; new month, new leaves, etc.
Rhythm — Wheel-barrow rhythm — Anderson.
Table 1st—Make wheel-barrow—card-board modelling.
Table 2nd—Finish first table work.
Games—Review.

Wednesday—Circle—Review chosen stories.
Rhythm—Wheel-barrow.
Table 1st—Make log house of clothes pins.
Table 2nd—Make fence of slats and put around house.
Games—Sense games.

Thursday—Bring up subjects talked of during year and let children discuss them.
Rhythm—Same.
Table 1st—Cut fence free-hand from folded paper.
Table 2nd—Make bird houses of □ parquetry.
Games—Same.

Friday—Circle—General review.
Rhythm—General review.
Table 1st—Unfinished work.
Table 2nd—Choose something done before to be done again.
Games—Free choice.

SECOND WEEK.

Monday—Circle—The flowers that have come. Name and describe them.
Rhythm—Sunbeam game from Mari Hofer.
Table 1st—Colored pencil drawing of tulip.
Table 2nd—Stringing beads by color.
Games—Out-door games. Take children out in yard to play tag, hide and seek, etc.

Tuesday—Circle—If possible, give this time to visiting one or two other grades to see the hand-work there.
Rhythm—Use this time for re-calling and describing things seen. Let children choose what they wish to make and give their own directions as to making it.
Table 1st—Work chosen as above.
Table 2nd—Make border of tablets.
Games—sense-feeling.

Wednesday—Circle—Use this time to tell more of yesterday's sights; to fully describe the table-work to be done, today.
Rhythm—Sun beam game.
Table 1st—Work as chosen.
Table 2nd—Continue border work with pencil and paper with help of tablets.
Games—Sense games, feeling, taste.

Thursday and Friday can well be given up to this same work. It brings out the child's independence in thought and adopts it to the material in hand.

THIRD WEEK.

Monday—Circle—All the birds we have seen. The story of the shoe in tree used as a bird's nest. The story of the man's boot recalled.

Rhythm and Table 1st—Time used for a walk to watch the birds.
Table 2nd—Sand table play.
Games—Used for rest time after walk to talk over what we have seen.

Tuesday—Circle—Yesterday's talk renewed.
Rhythm—"Three Blue Birdies" from Draper's Self Culture, Sec. I.
Table 1st—Free cutting of flying birds from black paper. Mount these on the wall in group fashion. Very pretty effect.
Table 2nd—Bird's house made of sticks and tablets.
Games—Flying birds, hopping birds, etc.

Wednesday—Circle—Re-telling of stories and the story of bird's nest in scare-crow's pocket.
Rhythm—Same as yesterday.
Table 1st—Water-color wash of blue and bird's flying of black water-color.
Table 2nd—Clay modelling of nest and eggs.
Games—Pigeon-house from Jenks & Walker.

Thursday—Circle—Telling of bird observations, bird stories re-told. Teach "The Swallow," from Merry Songs and Games, C. B. Hubbard.
Rhythm—Three blue birdies.
Table 1st—Finish poster of sky and birds begun yesterday.
Table 2nd—Use 5th and 6th boxes to make bird-houses. Group work.
Games—Pigeon house.

Friday—Week's talk and stories.
Rhythm—Flying birds; Three Crows from Mother Goose, and other rhymes of week.
Table 1st—Play with slats—children's own idea of things to be made.
Table 2nd—Free choice.
Games—Free choice.

FOURTH WEEK.

Monday—Circle—Flower week. Free discussion of flowers loved and their planting.
Rhythm and Table 1st time used to go picking flowers.
Table 2nd—Draw bunch of violets with violet and green crayons.
Games—Sense games of touch; partners face each other, take hands, clap hands, change partners, dance.

Tuesday—Circle—Discussion and describing of familiar flowers. Poems—Growing and Who Likes the Rain, by Clara Doty Bates. Re-telling of the Wind and the Sun.
Rhythm—Sun and wind and rain-drops.
Table 1st—Making dandelions of yellow parquetry with yellow crayon stems growing up from green grass.
Table 2nd—Pegs and boards, rows of flowers, yellow dandelions, etc.
Games—As yesterday.

Wednesday—Circle—Re-telling of Wind and Sun by children. Read poems again.
Rhythm—Same.
Table 1st—Free cutting of sprinkler from green paper. Mount it.
Table 2nd—Use sticks, rings, and broken rings for flower forms.
Games—As yesterday. In sense of touch game, draw object after feeling of it.

Thursday—Circle—Story of the Rainbow Fairies, taken from May number of the Month, by Month Books.
Rhythm—Jumping rope.
Table 1st—Boat scene on dark blue paper with charcoal and chalk.
Table 2nd—Designs with kernels of corn.
Games—Sense of hearing; voice, knocking articles of different material against one another.

Friday—Circle—Review of stories and talk of flowers we will bring for Monday—May Day.
Rhythm—Review.
Table 1st—Unfinished work.
Table 2nd—Free choice.
Games—Free choice.

MAY.

FIRST WEEK.

Monday—May-Day exercises. Give children material for making basket—different colored card-board to be bound with raffia—right on circle. All work busily until baskets are made. Then, start out for a walk to near-by woods or field. Baskets filled with flowers. Circle again formed out of doors. All blindfold eyes while one child gives basket to someone on the circle. So on until all baskets are given away. Good-bye songs are sung and all go home.

Tuesday—Circle—Yesterday's good time is talked over. Other things we love outdoors besides the flowers. The trees that give us shade. Learn "The Tree Loves Me," from Gaynor, 1st.
Rhythm—Growing flowers, blowing trees. Jumping rope separately and together, etc.
Table 1st—Drawing panel pictures of green

trees.
Table 2nd—Forms with square tablets and sticks.
Games—As yesterday. Out of door games.

Wednesday — Circle — Naming of trees we know and describing them.
Rhythm—Showing different trees by means of our arms. The swing rhythm.
Table 1st—Making swing with second gift, card, and a block of 4th gift.
Table 2nd—Forms of life with circular tablets and sticks.
Games—Dramatize story of growing tree told at Xmas time.

Thursday—Circle—Our love of out of door things. How we can help to keep things looking beautiful. Never throw paper around. Pick up what we see, etc.
Rhythm—Swing and jumping rope rhythm.
Table 1st—Free cutting of three well-known trees that have previously been drawn on board.
Table 2nd—Forms designed from circular and square tablets.
Games—Dramatization of stories chosen.

ARBOR DAY.

Friday—Children are taken out of doors to watch the Arbor Day exercises of older children. The yard is cleaned and picked up later. Dismissed.

SECOND WEEK.

Monday—Circle—The life of the frog.
Rhythm—"Mr. Frog" from Neidlinger.
Table 1st—Make green wash of water-colors.
Table 2nd—With clay, make placque of frog.
Games—Five little frogs sitting on a stump learned and dramatized.

Tuesday—Circle—Talk of frog again.
Rhythm—As yesterday.
Table 1st—Paper folding of boat.
Table 2nd—Sand table. Use water for frog pond, leaves for lily pads.
Games—As yesterday.

Wednesday—Circle—Tell story of Tad Pole from Cat Tails and Other Tales.
Rhythm—Same. Teach rowing rhythm.
Table 1st—Cutting frogs to mount on green wash of yesterday.
Table 2nd—Making border designs with equilateral triangles.
Games—Frog games and sense games of hearing.

Thursday—Circle—Re-telling of story. Learn "The Froggie's Swimming School" from Gaynor, 1st.
Rhythm—As before and wheel-barrow rhythm.
Table 1st—Make cat-tail panel picture with brown and green crayons.
Table 2nd—Making from parquetry a beauty form with tents and shades of green.
Games—The cat and the rat. Competition game with blocks.

Friday—Circle—Review.
Rhythm—Review.
Table 1st—Free representation of week's story with lead pencil.
Table 2nd—Free choice.

THIRD WEEK.

Monday — Circle — House cleaning. What mother has been doing; taking down curtains, etc.
Rhythm—Dramatization of "Mr. Frog" to music. Begin drill on marching for Memorial Day exercises. Movements as carpet beating, sweeping, etc.
Table 1st—Use cheese-cloth squares and draw pattern on edge.
Table 2nd—Make picture of woven mat with paper and colored pencils.
Games—Cat and rat; competition game with blocks.

Tuesday—Circle—More about mother's work; cleaning the carpets, hanging things out to make them sweet with fresh air.
Rhythm—As yesterday.
Table 1st—Work on curtains.
Table 2nd—Work on carpets.
Games—Drop the handkerchief and Jolly is the Miller.

Wednesday—Circle—Free discussion of mother's work at home and children's help. How the clock helps. Begin teaching patriotic song from Gaynor I.
Rhythm—Especial drill the rest of the week on figures in marching.
Table 1st—Sew picture of clock.
Table 2nd—Fold boat.
Games—The clock game. Telephone game.

Thursday—Circle—Story day. Japanese story of umbrellas for one.
Rhythm—Soldier work.
Table 1st—Sew on clock again.
Table 2nd—Mount wall-paper decorations.
Games—Imitative games to music. The mulberry bush.

Friday—Circle—Many stories re-told and discussed.
Rhythm—Review.

Table 1st—Unfinished work.
Table 2nd—Free choice.
Games—Free choice.

The last two periods might well be used as time for trial program for Memorial Day exercises.

FOURTH WEEK.

Monday—Circle—The first two days of this week given to outdoor life, talks, and excursions. Take walk in near-by field if weather permits. Use rhythm and first table period this way.

Table 2nd—Free drawing of Little Miss Muffet.

Games—Little Miss Muffet. Little Jack Horner.

Tuesday—Circle—Free telling of what we saw yesterday of out-door life and people; what we missed seeing and hope to see today.

Table 2nd—Free hand cutting of Miss Muffet.

Games—Bean bag game, keeping score for competition.

Wednesday—Circle—Talk about soldiers. Let children tell of soldiers they know.
Rhythm—Marching.
Table 1st—Free cutting of soldier's suit and cap from blue paper. Use yellow crayon for buttons.
Table 2nd—Clay modeling of flag on placque.
Games—Competition game with flags.

Thursday—Circle—What we owe to the brave soldiers. Story of brave deed.
Rhythm—Marching drill.
Table 2nd—Coloring with water-colors the flag modeled of clay.
Games—Chosen.

Friday—Memorial Day exercises.

Better the chance of shipwreck on a voyage of high purpose than expand life in paddling hither and thither on a shallow stream to no purpose at all.—Miss Sedgwick.

Look not mournfully into the past, it comes not back again; wisely improve the present, it is thine; go forth to meet the shady future without fear and with a manly heart.—Longfellow.

SUGGESTED LIST OF TOPICS FOR DISCUSSION IN MOTHERS' MEETINGS.

1. Finger Plays.
2. Ball Games.
3. Picture Books.
4. Hand-made Toys.
5. Building Blocks.
6. Drawing.
7. Pets.
8. Sand.
9. Pictures.
10. Gardens
11. Parties.
12. Dress.
13. Food.

SPRING STORIES—SUGGESTIONS.

Fairy Tales:
The Ugly Duckling—Andersen.
The Frog Prince—Muloch's Fairy Tales.
Jack and the Beanstalk.
The Seven Little Kids, and the Wolf—Grimm.
Reference Book, "Fairy Tales, Their Origin and Meaning," by John Thackray Bunce.
Peter Rabbit.
The Lad Who Went to the North Wind—"Myths and Myth-makers," by John Fiske (page 67).
The Wind's Work—Maud Lindsay.
The Sun and the Wind—Stories to Tell—S. C. Bryant.
The Lion and the Mouse—Aesop's Fables.
Verses:
The Wind—A Child's Garden of Verses—R. L. Stevenson.

Four little birdies sitting on a tree,
Robin flies away and then there are three.
Robin, robin, happy and gay,
Robin, robin, fly away.

Three little birdies looking at you,
Oriole flew away and then there were two.
Oriole, oriole, happy and gay,
Oriole, oriole, fly away.

Two little birdies sitting in the sun,
Tanager flew away and then there was one.
Tanager, tanager, happy and gay,
Tanager, tanager, fly away.

One little birdie left all alone,
Meadow lark flew away
And then there was none.
Meadow lark, meadow lark, happy and gay,
Meadow lark, meadow lark, fly away.

Finally all the birdies form a line and fly to their own tree seat, while the children sing:

(Tune—"Chickadee")

Birdies, birdies, happy and gay,
They'll fly back again some day.

FRIEDRICH FROEBEL

GRACE DOW

The following is designed as a mere outline from which the kindergartner or primary teacher can construct a little story to be told in celebration of Frœbel's birthday, April 21.

Froebel, a German educationalist, and the famous promotor of what is known as the kindergarten movement, was born in Thuringia, April 21, 1782.

He was the son of a Lutheran clergyman, who was so occupied in caring for a large parish that he neglected his son.



FRIEDRICH FROEBEL.
(From a Photograph)

Having lost his mother when he was an infant, he was intrusted to the care of a maid-servant, who gave him as little oversight as possible.

His father's second marriage did not increase his happiness, as his new mother took a dislike to him which caused him much grief.



FROEBEL'S BIRTHPLACE IN OBERWEISSBACH.

At the age of ten years he went to live with an uncle, whose home was pervaded with a spirit of kindness and benevolence. To a boy of a warm, generous nature who had been accustomed to severity this was greatly appreciated. He developed bodily strength, and lost much of the morbidness which characterized his earlier years.

He entered the town school where his uncle lived. The teacher was, "a regular driller of the old time-honored stamp." She knew nothing of the inner thoughts and feelings of a child. She pronounced him idle and lazy, —a boy, in fact, with whom you could do nothing.



OLD POWDER MILL IN BLANKENBURG.
Froebel lived here from 1836 to 1846.

Friedrich was a thoughtful, dreamy child, indifferent to formal lessons, but he loved to study nature. In his hours of leisure he used to steal away to loiter by babbling brooks, gather flowers, and listen to the songs of birds.

The religious instruction at the school, however, made a deep impression upon him. One of the requirements was to repeat every



FROEBEL MUSEUM.
Room in Froebel Haus, Blankenburg.

day of the week a text of Scripture taken from the Sunday sermon. The first one he learned always remained with him, and he claimed did much toward moulding his character, "Seek ye first the kingdom of God."

At the age of fifteen he became a forester's apprentice. He spent much time alone, and made good use of the forester's books, and lived entirely in and with plants.

For several years his time was spent in various occupations, but none of them gave him much profit, or peaee of mind.

One day while engaged as an architect he met the prineipal of a model school which was just established at Frankfort. He said, "Give



SCHOOL AT KEILHAU AS IT IS TO-DAY UNDER HERR WACHTER.

up arehitecture. Bceome an edueator. We need a teaeher in our school."

After some hesitation he aceepted, and the ecstasy he felt when he stood for the first time before the children convineed him he had found his place.



FROEBEL MEMORIAL HOUSE.
Blankenburg, Thuringia.

In 1836 he established a sehool of his own at Blankenburg. While wandering among the mountains one day, he kept repeating "Oh, if



SQUARE IN BLANKENBURG.

I eould only find a good name for my first school." Then he shouted to the mountains, "Eureka! Kindergarten shall the institute be called."

Carefully considering the ways of children, Froebel saw that they delight in movement, that they observe, invent, and eonstruet. The children have taught me how to teaeh



THURINGERWALD EN ROUTE TO OBERWEISSBACH.

them. I will find means to transform this play into work.

The effects of kindergarten training have been summed up thus:—"What the kindergarten has to show are healthy, happy, good-natured children, and possessing mental,



BLANKENBURG HOUSE.
Where first Kindergarten was carried on.

physieal, and spiritual development otherwise scarcely attainable."

Froebel died June 21, 1852. "Man is born a ehild of nature, but is destined to beeome a child of God."

He lived with this thought ever before him, and left an inspiration which will ever be felt.



THE DISOBEDIENT YOUNG RABBIT.

Arranged as a recitation for five little boys and a larger girl.

First Little Boy—

There was a young rabbit
Who had a bad habit,
Sometimes he would do what his mother forbid.
And one frosty day
His mother did say,

Girl—(Shaking her forefinger impressively at him)

"My child, you must stay in the burrow close hid;
For I hear the dread sounds
Of hunters and hounds,
Who are searching around for rabbits like you.
Should they see but your head,
They would soon shoot you dead,
And the dogs would be off with you quicker than Boo!"

Second Little Boy—

But poor, foolish being!
When no one was seeing,
He stole from the burrow to take a short play.
He hopped over the ground
With many a bound,
Looking proudly around as if her would say,

Third Little Boy—(Very importantly)

"Do I fear a man?
Now catch me who can!"

Fourth Little Boy—

And away rabbit ran
To a fine apple tree,
Where, gnawing the bark,
He thought not to hark
The coming of hunters, so fearless was he.

Fifth Little Boy—

Now, as rabbits are good
When roasted or stewed,
A man came along hunting rabbits for dinner.
He saw little Bun,
He raised his big gun, (pointing)
Poof! there he lay, dead, the foolish young sinner!

"Whichever way the wind doth blow,
Some heart is glad to have it so.
So blow it east, or blow it west,
The wind that blows, that wind is best."

The board of trustees of the George Peabody College for Teachers will meet in Nashville on the 17th of this month for the consideration of plans for the five or six new buildings to be erected in the near future for the college. These buildings are to cost about $500,000. They are to be the first of some thirty or forty to adorn the campus in the future.—Southern School News.

THE GARDEN

MARY LOIS LOUDON

"The Garden," is a little play or exercise for four small children, one carrying a small spade, one a small rake, another a handful of seeds, and the fourth a small sprinkling pot. The girls wear large garden hats tied under their chins and the boys large sun hats.

First Boy recites (pretending he is really spading):

First the garden bed is made
With sturdy arm and trusty spade.

Second Girl recites while she rakes:

Then the greatest care we take
To smooth the ground o'er with our rake.

Third Girl recites, kneeling as if planting the seeds:

When the earth is warm and fine
We plant the seeds in proper time.

Fourth Boy recites swinging watering pot:

Should the soil get dry and hot
We sprinkle with our wat'ring pot.

Together:

After that, all of us know
We must wait for the things to grow.

CORNSTARCH MAPS.

Take one pound of cornstarch and two quarts of salt. Moisten the starch with a very little water, and heat the salt. Then mix the two together and bake until thick enough to mold after which mold and wrap in a damp cloth, and lay aside until wanted. The hands should be kept wet while working the mixture. Draw an outline of the map to be made on heavy cardboard, and then cut out. Cover this with a coat of the cornstarch mixture, and then put on the elevations. When done the map may be baked until dry, or it will dry of itself if left undisturbed for twenty-four hours.

Since January, 1911, the number of open air schools in operation in the United States has increased 214 per cent., or from 29 to 91. The open air classroom for tuberculosis and anemic children are proving invaluable. —Southern School News.

United States Commissioner of Education P. P. Claxton says he is looking for the man, or group of men, who will give $25,000,000 to the Federal government for the education of adult illiterates.

New York.—Percival Chubb of the Ethical Culture Society spoke under the auspices of the New York Kindergarten Association March 5th. Joseph Lee, President of the Playground Association, will also speak April 3th under the auspices of the Association.

"If God gives the play instinct, man ought to provide facilities." "Crime often means a lack of athletics and a place to play," these and similar mottoes appeared on posters shown at a child's welfare exhibit in Chicago. The main purpose of this exhibit is to arouse the city to the necessity of adequate playgrounds for the children.



DES MOINES—Fleming Building

Des Moines, Iowa

DES MOINES is called the City of Certainties. It is more than that. It is the City of Progress, educationally, socially, politically, and commercially. As one instance of the progressive spirit that pervades Des Moines we will cite the fact that it is the first city in the United States having a population of less than 250,000 to secure the annual meeting of the International Kindergarten Union, which will be held there April 29-May 3, 1912.

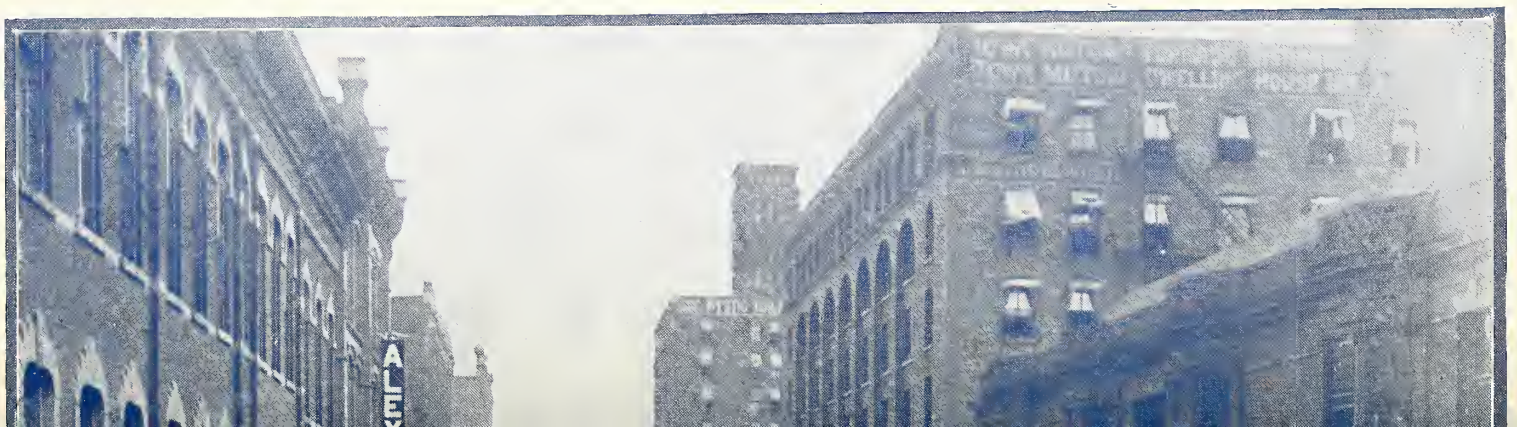
It is one of the greatest educational centers of the Middle West. Its great university, numerous flourishing colleges and noted public school system would be a credit to any city in America.

Politically it was the first city in America to adopt and carry out successfully radical municipal reforms. The Des Moines commission form of government is known throughout America.

Commercially it has grown steadily from its inception as a city in 1852, to its present population estimated at fully 110,000. It is a great manufacturing and a great transportation centre. Nearly every great railway line in Iowa reaches Des Moines.

Religiously it is a veritable city of churches. The people are moral, charitable and helpful. The social interests are well sustained and Des Moines stands emphatically for betterment of humanity.

(Over)





DES MOINES—Locust Street, Looking East



DES MOINES—A View in one of the Parks



DES MOINES—Scene in Union Park

LITTLE PIECES FOR LITTLE PEOPLE

Clear in the soft, warm sunshine.
The Easter hymns are singing.
The low note of a spring bird
Chimes with the children's singing,
To Thee the praise.

The lilies' snowy whiteness
Shines out to grace the day.
May the children's hearts be always
As pure and fair as they,
To Thee the praise.

—*Anonymous*

Listen, the birds are singing,
Singing on Easter morn:
Bells in the steeples ringing
Welcome the festal morn;
And the message they bear
On the radiant air
Chides sorrow and fear:
Life is life forever, evermore!

Easter Flowers.

Christ hath arisen with "healing in His wings,"
Ye have arisen, oh bright and beauteous things!
To tell us of the resurrection morn,
When we, immortal from the grave new-born
With bodies glorified, to life shall rise,
And meet the Saviour in the bending skies,

Children's Easter.

LUCY LARCOM.

Breaks the joyful Easter dawn,
Clearer yet and stronger,
Winter from the world has gone;
Death shall be no longer.

Far away good angels drive
Night and sin and sadness;
Earth awakes in smiles, alive
With her dear Lord's gladness.

Open, happy buds of spring,
For the sun has risen!
Through the sky sweet voices ring,
Calling you from prison.

Little children dear, look up!
Toward His brightness pressing;
Lift up every heart, a cup
For the dear Lord's blessing.

O, birds on the wing,
Pray, tarry, and sing
A sweet roundelay
For this beautiful day,
For Easter, glad Easter, is here.

He serves his country best
Who lives pure life, and doeth righteous deeds,
He walks straight paths, however others stray,
And leaves his sons as uttermost bequest
A stainless record which all men may read:

MARCH

ANNE MCMULLEN IRWIN, HAMILTON, CANADA.

March nodded to winter, "goodby! goodby!
Off to your home in the north you must hie;
Have you forgotten, under the snow
The Wee seeds are waiting longing to grow?

"They are Spring's downy babies: soon she'll be here
Whisp'ring a welcome in each willing ear;
So to tidy the earth I'll sweep and I'll blow
Getting it cleared for the flowers to grow.

"Such a tiresome winter" I hear the folks say,
Just see them all smile when I march you away!
Here's your great coat of snow, and your icicle cane,
Please leave no excuse to slide back here again."

Reluctant old winter receives his conge
From young braggard March, but proceeds to array;
Pretending to fumble with great coat and cane
He deluges March with snow, ice, sleet and rain.

At last he is off! Young March heaves a sigh!
An army of sunbeams flash down from the sky;
The crow and the blue bird and robin on wing
Whir onward in ecstasy welcoming spring.

Easter Scriptural Quotations

And if Christ be not risen, then is our preaching vain, and your faith is also vain.

But now is Christ risen from the dead, and become the first fruits of them that slept.

For since by man came death, by man came also the resurrection of the dead.

For as in Adam all die, even so in Christ shall all be made alive. (1 Cor. 15, 13, 14, 20, 21, 22.)

Knowing that he, which raised up the Lord Jesus, shall raise up us also by Jesus, and shall present us with you. (2 Cor. 4, 14.)

The sting of death is sin, and the strength of sin is the law. But thanks be to God, which giveth us the victory through our Lord Jesus Christ. (1 Cor. 15, 53—57.)

The year's at the spring
And day's at the morn;
Morning's at seven;
The hillside's dew-pearled,
The lark's on the wing;
The snail's on the thorn;
God's in his heaven—
All's right with the world.
—Robert Browning.

"If a task is once begun,
Never leave it till it's done;
Be the labor great or small,
Do it well or not at all."

"Do all the good you can,
To all the people you can,
In all the ways you can,
Just as long as you can."

Des Moines, Iowa.

EDUCATIONAL INTERESTS

Des Moines has 41 Kindergartens with over 1500 kindergarten children in attendance, 63 school buildings valued at $1,913,439.00; 525 teachers, over 17,000 pupils, 2,122 of whom are in the high schools.

Following is a complete list of the Public School Kindergartens of Des Moines, together with the location of the Kindergartens, and names of Kindergartners:



BESSIE PARK

Supervisor of Public School Kindergartens of Des Moines.

PUBLIC SCHOOL KINDERGARTNERS OF DES MOINES

Benton School, S. E. 12th & Shaw, Room 1.
Zoe Meir, Kindergarten director.

Bird School, Twenty-first & Woodland Ave., Room 1.
Sadie Galbraith, Kindergarten director,
Mary R. Wyman, assistant.

Bremer School, Bet. First and Second on Des Moines, Room 1.
Ethel Lee, Kindergarten director.

Brooks School, East Twenty-second and Des Moines, Room 1.
Mrs. Ann Dixon, Kindergarten director,
Grace Wyman, assistant.

Bryant School, Cor. Grand and Penn Aves., Room 1.
Cecelia Sheehan, Kindergarten director,
Ethel L. Badgley, assistant.

Cary School, East Fourteenth and Court Aves., Room 1.
Jessie St. John, Kindergarten director.

Casady School, Sixteenth and Jefferson Sts., Room 1.
Mary Dunkle, Kindergarten director.

Cattell School, East Thirteenth and Hull, Room 1.
Elizabeth M. Thompson, Kindergarten director.

Clarkson School, Sixth and Franz Room 1.
Elva Lichty, Kindergarten director.

Cooper School, Thirteenth and Ascension, Room 1.
Florence J. Spurrier, Kindergarten director.

Crocker School, Sixth and School, Room 1.
Lilly Weaver, Kindergarten director,
Bethel Huffman, assistant.

Curtis School, Sixth and Raccoon Streets, Room 1.
Blanche V. Williams, Kindergarten director.

Elmwood School, 31st and University Aves., Room 1.
Nellie Stoner, Kindergarten director.

Emerson School, East Sixteenth and Maple Sts., Room 1.
Maud Campbell, Kindergarten director,
Gretchen Garst, assistant.

Franklin School, Thirteenth and Crocker Sts., Room 1.
Ella B. Howell, Kindergarten director.

Garfield School, Third, between Center and Chestnut,
Ella Grigsby, Kindergarten director.

Given School, Twenty-first, bet. Clark & Forest, Room 1.
Ethyl Hamilton, Kindergarten director.

Grant School, Twenty-third and Cottage Grove, Room 1.
Minnie Hyland, Kindergarten director.

Greenwood School, Thirty-seventh, South of Grand, Room 1.
Minnie E. Hoppes, Kindergarten director.

Howe School, S. E. Seventh and Davis Aves., Room 1.
Maude Owen, Kindergarten director.

Hubbell School, Forty-second and Center Sts., Room 1.
Adeline Winterble, Kindergarten director.

Irving School, Tenth and Pleasant Sts., Room 1.
Florence True, Kindergarten director.

Kirkwood School, Twenty-seventh and Clark, Room 1.
Ruth I. Denny, Kindergarten director.

Lincoln School, Ninth and Mulberry St., Room 1.
Isabel Marshall, Kindergarten director.

Logan School, Hubbell and Dixon St., Room 1.
Irene Hirsch, Kindergarten director.

Longfellow School, East Seventh, Bet. Maple and Walker.
Ethel M. Banta, Kindergarten director,
Edna Cassidy, assistant.

Lucas School, East Sixteenth and Capitol Ave., Room 1.
Lilla Vaughan, Kindergarten director.

Olive McHenry School, Seventeenth and Crocker St., Room 1.
Caroline C. VanMeter, Kindergarten director.

McKinley School, S. E. Sixth and Jackson Ave., Room 1.
Louisa F. Huntington, Kindergarten director.

Nash School, Forest and Thirteenth St. Place, Room 1.
Agnes Jennings, Kindergarten director.

Oak Park School, South Ninth and Park, Room 1.
Helen Hull, Kindergarten director.

Park Ave. School, Sixth Ave. and Madison, Room 1.
Emma E. Klinefelter, Kindergarten director,
Florence Stewart, assistant.

Phillips School, Twenty-fourth and Easton Boulevard, Room 1.
Minnie Holt, Kindergarten director.

Rice School, Cor. Beaver Ave., and Adams St., Room 1.
Esther Peterson, Kindergarten director.

Sabin School, Fifth and College Ave., Room 1.
Alice T. Lowry, Kindergarten director,
Faye Ogden, assistant.

Scott School, S. E. Twenty-fifth and Maury Sts.
Margaret Murphy, Kindergarten director.

Wallace School, East Thirteenth and Cleveland St, Room 1.
Fern Tedrow, Kindergarten director.

Washington School, Hillside Ave., Room 1.
Henrietta Blessin, Kindergarten director,
Lucille Wilson, assistant.

Webster School, East Twelfth and Lyon Sts., Room 1.
Marie Preston, Kindergarten director,
Grace Kimmey, assistant.

Willard School, East Thirtieth and Dean, Room 1.
Charlotte C. Vilmont, Kindergarten director,
Leta B. Gode, assistant.

Drake University, one of the great educational institutions of the Middle West, with an enrollment of 2000, is located here. The faculty numbers 112.

Des Moines College, founded by the Baptists of Iowa in 1865, has an investment of $400,000.00 and made improvements last year to the value of $50,000.

Grandview College, a Danish educational institution, is well sustained.

Still College of Osteopathy is said to have the largest osteopathic clinic in America and has just acquired a building which will be converted into the largest osteopathic hospital in the world.

The Cummings School of Art, the pioneer art school of the Middle West, is located here.

The largest Commercial College in the Middle West is located in Des Moines, and there are several other colleges and private schools in the city which are well patronized.

The City Library contains 41,000 volumes.
The State Library 120,000 volumes.
The Historical Library 24,033 volumes.
The Drake Carnegie Library 19,000 volumes.

Population and Growth.

Des Moines has grown from a village of 502 in 1852 to 86,368, in 1910, and now claims a population of 107,000. It has grown steadily each year since its organization as a village.

It is one of the greatest manufacturing cities in the prairie land and one of the three largest distributing points for farm machinery in America. Des Moines is reached by practically every trunk line railroad in Iowa. Several of the great transcontinental lines pass through Des Moines.

The following brief statement of facts regarding Des Moines, gained from booklets sent out by the Greater Des Moines committee, will serve to indicate the importance of the city:

The assessor's valuation is over $100,000,000; bank deposits, $33,000,000.00; per capita wealth of Iowa, $1,828; per capita wealth of U. S $1,318; of Ohio $1,361; railway mileage of state, 9,827; only one spot in Iowa 12 miles from a railroad; farms of Iowa produced a surplus last year over products consumed on farms of $640,000,000.00, which is $40,000,000.00 more than the yearly output of the gold mines of the world.

The city covers fifty-four square miles, over six hundred residences built in 1910, one church for every one thousand people, twice as many as in the average city, seventeen public parks, a coliseum with a seating capacity of 10,000 people, new city hall costing $350,000.00, the best street lighting system in the world, seventy-six miles of street railway, 26,000 telephones, 140 miles of water mains, 165 miles of gas mains, 72 miles of paved streets, 105 miles of sewers. The post office shows the largest receipts per capita of any city in the United States.

The people are deeply interested in religion, morality, education, music, art and literature and —Des Moines.

FINGERS AND TOES.

(Arthur Guiterman in April St. Nicholas.)

Such funny songs my grandma sings!
She plays such funny games.
And, oh! she calls a lot of things
Such awful funny names!
She raps my fingers, one by one,
And says, "Now hear me tell
Who picked the currants from the bun,
And pinched the cat, as well!
'T was,
Tom Thumper,
Ben Bumper,
Long Larum,
Billy Barnum,
And little Oker-bell!"

And when, at night, I've taken off
My shoes, and stockings, too,
She'll pat my feet, and frown, and cough,
And say, "It wasn't you
That kicked the pantry door, I s'pose,
And scarred and scratched it so?"
And then she'll laugh, and tweak my toes,
And say, "I guess I know!
'T was,
Toetipe,
Pennywipe,
Tommy Thistle,
Jimmy Whistle,
And Baby Trippingo!"

Even from the body's purity, the mind.
Receives a secret, sympathetic aid.—Thomson.

STORIES, GAMES, PLAYS, DIALOGUES, ETC.

GRANDMA'S LUNCHEON.

By Margaret D. Plympton.

One very sunny morning in June mamma said to Ned and Elizabeth, "Let's go down in the hollow and find some strawberries; maybe there are some all ripe, and ready for us to pick."

Ned and Elizabeth knew that a very good time was coming when their mamma asked them to go to walk, so they made haste to get their hats and baskets.

Soon they were out in the gay sunshine with Max, the dog, running along and barking because he was so happy to be going too. They took their way through the garden, where the bees were busy getting pollen; then down the hillside and across the fields near the woods where Elizabeth had the nicest playhouse under an old fir tree.

Such a lovely time as they all had watching the bees at their work, and the young birds trying hard to fly as well as the papa and mamma birds. At last they came to a hollow tucked away at the foot of the hills.

"Hi! Here we are!" shouted Ned.

"How can we get in?" Elizabeth wanted to know, for there was a fence about the hollow to keep the cattle from trampling the high grass.

"Right here," and mamma pushed aside a loosened board.

"Oh! daisies and clover; let's pick some," cried Elizabeth, as both children scampered off to wade in the "grass-sea" as Ned called it.

Pretty soon mamma said to them, "Now play sharp eyes; we ought to find the strawberries right here, for this is where the blossoms were thickest."

The children began to hunt, and soon Elizabeth called out, "Here, here; come, mamma, I've found them—big ones!"

Mamma told her little girl to pick them and fill her basket as fast as she could. All among the grass and daisies, almost hidden, hung fat, red berries so sweet and juicy.

The children wanted very much to eat them, but instead they just picked the berries and crawled along the sweet smelling earth, and tried hard to fill their baskets before mamma could fill hers.

A big robin near by saw the busy workers and maybe he thought to himself, "Oh! dear; I do hope they won't pick all those nice strawberries. I'm tired and hungry. I've been working hard all this morning helping to teach the robin children how to use their wings properly, and to plume their feathers."

The children didn't see robin, but they heard him sing, and felt happy to think he was near.

When the baskets were filled, mamma said, "Let's leave our baskets beside this big bush and go down to the spring."

Now Ned liked going to the spring better than doing anything else, so he quickly hid the baskets and started on a race with Max. Mamma and Elizabeth went slowly, looking about for places where more berries grew.

What a jolly time they all had at the spring, drinking out of their hands and sailing leaf-boats loaded with daisy petals and "clover horns"! The bees, and birds, and butterflies, too, were all out, having a busy, happy time in the sunshine and fresh June air.

When the children were tired of play, mamma told them a story about the woolley fern stems that the king of the pixies uses for canes. Then it was time to go home; so back they went to get their strawberries. And what do you suppose they saw? Why, a plump robin sitting on the edge of mamma's basket eating a big berry.

"Hush! let's watch him," said mamma. The children kept still as little mice, and robin took another berry and flew away. Ever so many times he flew back for berries.

At last mamma said: "I think he is feeding his little ones; but we cannot let him spoil grandma's morning luncheon." So the children took up the small baskets and started along. "Won't he be just s'prised when he comes back and can't find any more berries?" said Ned.

Elizabeth was afraid the baby birds would be disappointed if papa robin didn't give them any more berries, so she went back and left two for each baby bird.

When they got home mamma and the children laid the berries with their crisp little stems on a pretty dish, and carried them into the cosy room where lame grandma had to stay most of the time.

How she did laugh when they told her about the robin! She said, "I am very much pleased to share my berries with Mr. Robin's family, and I hope they enjoyed their luncheon as much as I shall mine."

WILLIE'S RABBIT.

GRACE DOW

Willie was a kind little boy who was very fond of animals, though he seldom saw them for he lived in the great city of New York.

Uncle John had promised Willie a pet for his birthday, and how anxiously he watched for the day.

One bright spring morning Willie said, "Look! Uncle John, there is something with a white furry coat hopping along on the lawn." Now what do you think it was?

Willie's pet, a white rabbit.

Willie caught it, and called it Fluffy, and they soon became fast friends.

You should have seen him take his long leaps as he followed Willie about like a little dog.

"I wonder what makes a rabbit so scarey," said Willie one day.

You see he had been studying the habits of his new pet, and was anxious to learn more about him.

"His long ears seem always to be twitching, and he often puts them close to the ground." This is because he is ever on the alert for danger, for his only means of protection is to hide in the deep grass, or under the brush and bushes.

He is the chief meat of the fox, the mink, and many of the larger birds, and he is also hunted by the farmer who believes that his crops are destroyed by poor bunny, but more often he is only taking the weeds.

And why are his feet padded? Perhaps to enable him to move about more quietly, and thus be not so easily detected by his foes.

His principal articles of food are leaves of plants and vegetables which he clips very easily with his two long chisel-like teeth.

Willie made Fluffy a nice warm bed, but how much more he enjoyed his own bed among the garden flowers, or the one in the stump of an old tree, which we call a burrow.

One day he wandered too far from his hiding place, and was caught by Fido.

Poor Fluffy came home with a torn ear, and a broken paw, but by Willie's kind treatment he was soon cured.

After that he was found more often cuddled down in Willie's warm nest out of harm's way.

The common ingredients of health and long life are:
Great temp'rance, open air,
Easy labor, little care.

—Sir P. Sidney

He who has health has hope, and he who has hope has everything.—Arabian Proverb.

ETHICAL CULTURE

MORAL EDUCATION.

(James J. Joyner, Raleigh, N. C.)

As character always determines the use to which knowledge and training are put, it is of prime importance in education. Unless accompanied with the development of character, conscience, and conviction as guiding principles, the development of power and efficiency thru education may, thru misapplication, become a means of degradation. It is not surprising, therefore, that one of the most marked tendencies in American education is increased emphasis upon moral education, whereby there shall be woven into the warp and woof of the character of the growing child and youth the homely virtues needed for the proper guidance of everyday life. It is as needful and as democratic that our system of education should minister to the moral needs of all classes of our population as that it should minister to their industrial and vocational needs. In this land of teeming immigration, of multiplying factories and shops, of growing cities with their apartment houses and crowded tenements and numberless temptations, when on every hand the forces that tend to cast asunder the home ties, to shorten the hours of family association, to weaken the bonds of parental control, and to decrease the opportunities for moral training in the home are daily multiplying, an increased burden of moral education has been thrown upon the American school.

For the formation and fortification of good character, it is wisely insisted that moral instruction should be given in all our schools by precept, exmorning to inquire whether the children were in condition to be in school and at work during the day, deciding whether this child or that child might in some way infect with disease other children in the room. But we had not reached that point ten ample, and systematic teaching. It should be based, I believe, upon the fundamental teachings of the Book of Books, and the open Bible for moral but not sectarian instruction should have and hold its place in every public school. Example is more potent than precept, willing and doing the right, impelled by the right motive, the formation of right habits from right living, more potent than systematic teaching about right and wrong. "School is not preparation for life; school is life." In schoolroom and on playground the child finds as varied and typical opportunities as men find in the wide world beyond for doing right, for refraining from wrong, for acquiring under prope guidance and stimulation, by observation, imitation, association, and practice, self-restraint, industry, obedience, courage, courtesy, kindness, honesty, purity, charity, and all the other virtues that form and adorn human character.

There is scarcely a school task, duty, or play that cannot be made by a skillful teacher to contribute to the moral education of the child. History and literature and the drama of the world's daily life furnish abundant material for illustration and inspiration. But over all, above all, more than all, is the daily example, the personal touch, the dynamic influence of the teacher with soul and consecration.

THE KINDERGARTEN-PRIMARY MAGAZINE

CURRENT EDUCATIONAL THOUGHT

FROM SUCCESSFUL AMERICAN EDUCATORS

THE PRESENT STATUS OF EDUCATION IN THE ELEMENTARY SCHOOLS.

(Ella Flagg Young, Superintendent of Schools, Chicago, Ill.)

The subject before us may be viewed from several different standpoints, at several different angles. Upon first thought, in considering the present status of elementary education, one would look to the statistical side, seeking for the advance in the number of those who are being educated in the elementary schools today, in comparison with the number ten years ago. The figures for 1910 are not ready, and when they are presented in the admirable report which our Commissioner of Education sends out to us, it will be much more satisfactory to study statistics from the printed page than to attempt to take them in rapidly thru the ear.

One might also consider this question from the financial side, and it would be interesting to note the increase in the amount of money poured out by the people of this country today for the education of the children in the elementary stage over that of ten years ago.

There is another side, however, which appeals to me more than the statistical side of the number attending or of the finances, and that is the side which deals with the change in the interpretation of the meaning of elementary education, as understood today and as understood ten years ago.

It is true that ten years ago leaders in the theory and principles of education in this country were forging ahead, discussing points which we workers in the field had scarcely touched upon; but with all their discussion, the ideas which they had grasped were not generally accepted in the elementary schools. There is nothing more wonderful in the history of this country than the remarkable strides made in the last decade by those who are in the field—superintendents, principals, and teachers—in their understanding of what is meant by elementary education.

It has long been customary to say that education deals with the physical, the mental, and the moral development; but let the men and women in this room think back ten years and compare the practice of physical education in the elementary schools then with that of physical education today, and they will say that it was merely a matter of lip service that we had so short a time ago, compared with what we are doing today on the physical side for the development of children.

It is true that thirty years ago in France they had reached the point where the school medical inspector, in Paris at least, visited the school each morning to inquire whether the children were in condition to be in school and at work during the day, deciding whether this child or that child might in some way infect with disease other children in the room. But we had not reached that point ten years ago; and yet today all over this country, in the large cities and towns, special effort is made to get at the physical condition of the children and see that they neither injure each other nor are injured by the surroundings of the school. The school patrons who form a department in the National Education Association are making tremendous efforts toward carrying this idea of the physical well-being of the children into every school in the land, and they will succeed, because those women are in earnest.

Think of the exercises that we had for the children ten years ago that we called physical exercises, when the little things stood and put out their arms as if they were trying to draw them out of their sockets; then think of the games, the gymnastics for these children today, suited for their age, and suited for their stage of development.

There is a third phase on the physical side. We call it industrial or vocational training. We are still somewhat timorous about it, and yet we are beginning to realize that there are many boys and many girls in the schools who will not long continue to be interested in the purely academic or book work, whose whole being leans toward material construction—toward the doing of things with the hand; and there are many who thru economic conditions will be obliged to turn into industrial lines. In the elementary schools today we are studying to know what we can do to enable our schools to do their duty toward those children.

On the mental side there is a marked change. We certainly are much nearer to psychologic method than we were ten years ago. All method has not been advance, however. I know it is a dangerous thing, Mr. Chairman, to say here, but many of the subjects which he have introduced into the schools, manual training and household arts and science, are taught in most places as formally as arithmetic, spelling, reading, and writing are still taught. With the new studies there has not always come psychologic method. But if we chance into a school in which old methods obtain in full force, we realize that in advanced methods altho we have not learned to open always the way so that the minds of the children shall play naturally in approaching and exploring the subject, yet there is something

of Horace Mann's idea that the minds of the early learners should play about the subject as the waters lap the shores of an island.

On the moral side we are working on perplexing problems. It is easier to advance physical education than mental; mental than moral. This whole question of instruction in morals has become most complicated for us with the great influx of peoples from all nations, with varying standards of morals and ethics. This whole question, as I say, has come upon us in such a way that it is most difficult for us to know just what to do. Here we have one side, indicated in an address made by Judge Lindsey a week ago, to the effect that it is not the child that has all the little school virtues who is always the good child. Then we have the other side, opening up into that tremendous question, which does not originate in any weakness and which does not originate in any fault in the school, but which the school at last sees that it, for the sake of the nation, must take up and handle. I refer to the question of social hygiene but shall not be able to consider it in the time allotted to me. With that first question we are troubled, because it necessitates a change in ourselves. With the strong men and strong women who have taught in the elementary schools and who have laid the foundations for sterling manhood and womanhood in the boys and girls, it is true that to a large extent the measure of goodness of a child has lain in his conformity to the ideal that the teacher has as to what a boy or girl should be as his or her pupil. I remember the first shock I had with regard to that question after I had taught school four or five years. A boy who had been a model boy, who had always locked the wardrobe door and unlocked it, who had gathered up everything at night and seen to it that the room was in excellent condition, who knew all the bad boys and what they were doing, and told me that such a boy was not so good as he ought to be, had left school and been free out in the world. Alas! I soon learned, in hearing of his career, that he had simply the virtues, the methods, the customs that suited me in my school; that he had not been strengthened to go out and meet the temptations of life that appealed to him. It was then that I began to study the question as to whether virtues that are simply school virtues have lasting value. Do I mean that the children who are rebellious are the good children? No. But there is something which we must yet learn, an ideal which must be developed in our minds as to what is strength of character, and how strength of character is developed.

Two years ago I went to one of the large cities in this country, and was called upon by the newspaper reporters. It seemed as if they had got together before I arrived and planned to ask me one question. This was the question: How do you explain the fact that all the aldermen and congressmen that have gone astray are graduates of the public schools? Of course, I did not attempt to explain it. I told them that they must first show me the statistics upon which they based their question. We know that somehow we have not thus far succeeded in laying those foundations which make for a great nation, which make strong men and strong women. We are doing a great deal, but there is more for us to do.

Last October the Mayor of Chicago asked me to be one of the delegates from Chicago to the International Prison Congress. At first blush I thought it a little odd for me to go to a prison congress. On second thought I believed I should go there to find out how it happened that any of our boys and girls go to prison. What an experience I had in that congress! Those men and women in that congress were bent on studying, not how to punish, not how to reprove, but how to get nearer the good which lurked yet in this boy or that girl and to give it play. It was a wonderful lesson. With all our ardor for developing goodness, we have much to learn about that art. The superintendents in the elementary schools of America into which the streams are pouring from countless nations are far from an understanding of moral education as a means of strengthening and purifying the stream of civilization—we need another decade before the status of this work can be presented.

From Address delivere 1911.

UNITY OF IDEALS AND PURPOSES IN TEACHERS AS GAINED FROM PROFESSIONAL TRAINING.

(Alfred C. Thompson, Principal of State Normal School, Brockport, New York.)

The Commissioner of Education of the State of New York in a recent address said: "Of course the main educational concern of New York is that her people shall be trained in common honesty. Where that is accomplished, much of the other training takes care of itself. If it is not assured, the other training is of little avail."

Substitute the word "nation" for "New York" in this noble sentiment and you have the keynote of all that I shall say. Unity of ideals and purposes can be promoted by professional training if elemental honesty is the precept and practice of those who direct and instruct, and if it is the mainspring of all thought and action.

The commonest defect in our social organism is that men, who would not rob a neighbor of the loaf of bread upon which he nourishes his babes, will unhesitatingly steal all of the grain in the world, from which the bread is made, even if it should mean the destruction of all the babies in the world.

We may quibble about educational creeds and methods. With equally good intentions one may seek good results in one way or another in another way. We can never state definitely the means by which teachers may secure the desired ends. David could not fight in Saul's armor. There can never be uniformity of method, but there may be and should be unity of purpose.

We are dealing with the souls of men. Ideals determine the destiny of souls. Honesty should be

the essence of all ideals and purposes set up by professional training. Not the anaemic honesty that manifests itself in sentimental emotions and hysterical bursts of spectacular charity; or, in other words, the kind that men have who do good Sundays and "do" their neighbors all the rest of the week; but the kind that makes people good to live with and safe to do business with; the kind that gives men a broad perception and appreciation of the situation and interests of those remote from them in distance or social rank, whose lives their conduct influences for good or ill.

Professional training has much to do with creating ideals because intellectual content is vitally essential to the ideal since the ideal must contain the particular knowledge fitted to arouse thought and control action.

No longer than a generation ago it was the chief purpose of teachers to teach subjects rather than pupils. Even today in many schools it is safe to say that there is more teacher study by pupils than pupil study by teachers.

It is undoubtedly the first duty of professional training to start the teacher on the right track inspired with the purpose to know and teach children and to help each child attain his highest possibilities.

Professional training must make it clear that knowledge is good, but that wisdom is beter; that a learned man may be a fool and a knave, but a wise man never; that it is a much greater thing for one to be good because he wants to, rather than because he must; that the will cannot be forced, but that it can be led; that the teacher's province is less to instruct than to guide; that it is not a teacher's business o lay down precepts, but to teach pupils to discover them; that the quality of effort one makes is worth vastly more than what he gets as the result of the effort; that ability to think and to direct one's efforts economically will do vastly more toward giving one a position in life than a knowledge and control of any specialized symbols of learning; and finally, that the teacher's responsibility is to arouse a life-long interest in the things in which the pupil ought to be interested, in order that when the training of the school is over, the education of life may continue such training as long as life lasts.

One of the purposes of a teacher should be to cultivate the spirit of thrift in himself and in his pupils. I do not mean thrift as it is popularly understood and practiced. Under the name of thrift great masters of finance and corporations have adopted questionable methods and have devised subtle means and dishonest ways of misleading, in order to compel those who must buy the commodity they control to buy at unfair and excessive prices, that they may wring from the helpless purchaser inordinate gains for themselves. This spirit has permeated our commercial life and in some measure all classes of our people.

I mean honest thrift which offers an honest article and demands a fair price. Is it not a very proper part of professional training to set a fair estimate on its own product? It is not very long ago that the notion obtained that the only necessary qualification for a teacher was the missionary spirit and the schools were regarded as eleemosynary institutions in consequence.

The missionary spirit is most commendable, but the time has come when school work is not missionary work. There is nothing more vital to a nation's welfare, and its very existence, than education. It is not only a nation's chief defence, but its cheap defence. The most economical insurance a nation can carry is education, and the nation must not be relieved of supporting education by shifting the burden onto the shoulders of missionaries.

In my opinion, the low financial estimate put upon education by our nation is responsible in large measure for the small number of men engaged in this work. Not only is the pecuniary compensation forbidding, but a person's social standing and influence are too often based, not on the character of his work, but on the amount of pay that he gets for it.

Certain it is that pedagogicus mesculinus is fast disappearing in our country, and unless conditions change it is very likely that he will at no distant day become as extinct as the great auk. It is most unfortunate that he inducements to enter the teaching profession are not sufficient to lead able young men to make the sacrifice in time and preparation which the work demands, for the teaching profession will never receive the recognition which is its due until more men enter the ranks.

I do not want this interpreted as belittling in any way the splendid work women are doing, but teaching must be a man's sa well as a woman's job. Children can be best fitted to take their places in the social organism only through the instruction of both men and women. I believe that all of us will accept this without argument.

There are many more reasons why men do not voluntarily go into teaching. I believe it will be germane to this discussion to introduce two or three of the most prominent ones.

Tenure of office is very uncertain. From statistics covering quite a wide field, it appears that the tenure of office of men in the teaching profession is less than three years, and in almost all places teachers must be subjected to the humiliation of annual elections, when all of their shortcomings are raked over by school officers and aired in the community. This nomadic existence with its attendant worries is not likely to induce contentment and a frame of mind suited to the best intellectual effort.

When young men about to choose a life's work see school men and school women, through no fault of their own, going down and out, for causes too numerous to mention, the prospect is not alluring.

School work has not yet attained the dignity of

a business. The business sense is pretty strong in most men. They like to engage in callings whose management is dignified, where authority and responsibility are commensurate, where there are large opportunities and large outlooks.

Again statistics show that less than three per cent of men teachers receive what is generally regarded as a "living" salary for a family. I firmly believe that the altruistic spirit controls most teachers and that very few are governed by mercenary motives, but the biological end of existence, which is to perpetuate one's kind, impels a man to choose a life's work which is likely to afford the means of supporting a family.

It is my firm conviction that all of us engaged in the work of education should do all in our power to improve the condition of the teacher financially and otherwise. A reasonable spirit of honest thrift will not lessen the teacher's quality of effort. It will not prevent him from trying to improve his skill in teaching and to make his field of learning more extensive and accurate. It will not lessen his desire to perfect himself in fine manners. He will seek just as earnestly to raise the standard of his character. He will be even more likely to strive to make himself the desired professional teacher.

We may be sure that nobody will put a higher estimate on our work than we do ourselves. I believe that to try to better our financial remuneration and general condition by every honest means in our power is compatible with the highest purposes and noblest ideals.

Unity of ideals and purposes may do much to strengthen a public sentiment in favor of those methods which are best for our country's welfare. But how bring about unity? Unity is not made. Like Topsy, it grows. In trees there is unity. In telegraph poles, uniformity. The first is one of the highest expressions of a divine power. The last is man's work.

Undoubtedly, if there is to be unity it must be in that subtle something we call character in both its subjective and social phase. What we are, pertains to the real, true self. What we do, has its influence on those about us.

A young child acts under the inspiration of suggestion, and when he is older, under the inspiration of ideals. As the chameleon's color changes with the color of the objects about it, so is the child's character acted upon by what we teachers are and by what we do.

This faculty of being easily influenced surrenders children to the mercy of their elders; therefore, we, the elders, the teachers, must have the single purpose of surrounding children with the influences that will lead them to aspire to the things that are honest. In all of our ideals and purposes, it seems to me, that this should be the ultimate, the supreme aim.

Heavy demands are made on the several educational agencies for professional training which are endeavoring to meet the exacting requirements that are set for teachers. It is most fitting that there should be among these agencies a unity of ideals and purposes, for certainly the requirements asked would tax genius and divinity.

I have made an attempt to collate from different sources some of these requirements for a successful teacher. A teacher to measure up to the demands must have the learning of a college president, the consecration of a clergyman, the executive talents of a financier, the humility of a deacon, and the craftiness of a politician. He must be an angel for temper, a demon for discipline, a chameleon for adaptation, a diplomat for tact, an optimist for hope, and a hero for courage. He should have the wisdom of a serpent, and the gentleness of a dove, the grace of God, the patience of Job and the perseverence of the devil.

Let such teachers bring to our schools the cultures that make for a noble citizenship, but let the people bring to their support the utilities that make for a material success, without which citizenship is a mockery and democracy a farce.

TO EXERCISE THE HEROIC IMPULSES: A SUBSTITUTE FOR MILITARY DRILL.*

BERTHA JOHNSTON

The heroes of barbaric times were the men who killed and destroyed; the heroes of our days are those who succor and save.—*Andrew Carnegie.*

Although we believe, with Mr. Carnegie, that the era of the old-time soldier is passing, we are just as sure that the average normal, healthy-bodied, wholesome-hearted boy is far readier to sing with sincerity and spirit:

"I want to be a soldier and with the soldiers stand;
A helmet on my forehead, a rifle in my hand."

than the words of the familiar old hymn, "I want to be an angel."

And we must confess that the soldier-admiring boy is, as a rule, a more promising specimen than he of the angelic proclivities. It is the purpose of this paper to suggest a means of consciously evolving the valiant angel out of the heroic elements in the boy nature.

For all the ages past man has been a fighting animal and the fighting instinct is strong in the boy. The soldier ideal makes the appeal at once of the heroic and the picturesque. For he is a hero-worshipper, and is not the soldier, the knight, to him the hero par excellence, symbolizing physical courage, endurance, loyalty, and conquest?

Of all his playthings, the boy, in one stage of development, takes most delight in his miniature soldiers; the rows of infantry, the fiery cavalry, the tiny threatening cannon—how many hours he spends in placing in military array the lines of paper regiments, knowing full well which side is

*Note.—Information regarding the training of the firemen and the life savers was obtained from the books "Fighting a Fire," by C. T. Hill, and "The Lifesavers," by James Otis (Kaler). We would suggest that a most beautiful little story illustrating how one may serve one's country in many ways is that one entitled "Our Country," contained in Souvestre's "Attic Philosopher."

predestined to victory. Now, too, the toy pistol, the sword, the gun, the warrior uniform are provided by the unthinking parent to encourage the young soldier in his aggressive attitude toward the unknown foe. The stories that are read and re-read till worn to shreds are "The Boys of '76," and similar tales. A Caesar, or a Napoleon, a Grant, or a Sherman—these are the heroes he desires to emulate. He sees only the nobler attributes of the man of war. He does not see the conflict as depicted by Sumner in his "True Grandeur of Nations;" by Channing, in his Addresses on War; Bloch, in his great judicial statistical volumes, or Thomas Hardy in his tremendous drama, "The Dynasts." He cannot know war succinctly, not to say sulphurically defined by General Sherman, as "Hell." He longs to be a soldier, in part because of his long heredity from fighting ancestors, and in part because society thus far, for its own self-preservation, has deliberately fostered the soldier ideal and encouraged in him the war spirit.

But new ideals are coming to the fore. We are approaching with swift strides an era when, as men no longer settle private differences by recourse to the duel, so nations will determine their differences by an appeal, not to arms, but to arbitration, to international law. Can we not consciously co-operate with this great world-movement? May we not esteem it a privilege if not a duty, to help usher in the era of "The Pities?" (See The Dynasts, by Thomas Hardy.)

And what of the heroic virtues? Must they necessarily decay, and bodily weakness, pusillanimity of spirit and inefficiency become the accompaniments of the friendly intercourse of nations? By no means. Courage, endurance, capacity to command, to act quickly in extremity, the power of initiative—such qualities will be needed so long as man must contend with Nature's forces—with fire, flood and earthquake—so long as he is subject to accident by sea, land or air. And the boy and the girl must, as heretofore, be so trained that these virtues become an integral part of the character both of the individual and of the nation. The saviors of men require heroic powers, and these must be exercised by other means than an appeal to the soldier standard alone.

The school, the Sunday-school and the boys' club long ago recognized the strong attraction of the military ideal for the manly boy and utilized it by adopting and adapting its most apparent and conspicuous features, as, for instance, the drill, the word of command, the uniform, and the opportunity for the ambitious to exercise leadership over his fellows. The military undoubtedly holds many a boy for whom book-learning or religious education has no charm. The introduction of this feature into the school is based upon good psychological foundations. It has its value in the training of character. Nevertheless, there are those who feel that it is, as at present employed, out of place both in the school or club of the democracy and in the Sunday-school that professes to be guided by the spirit of the Prince of Peace.

With this in mind we ask, cannot a substitute be found for the military toy and the soldier drill, something which will discount the murderous, destructively aggressive features of war, but at the same time serve to inculcate the nobler virtues, something which exercises the boy's natural inclination and capacity for action but emphasizes the saving rather than the taking of life, which substitutes the aiming of a cannon for the purposes of rescue for the directing of one with intent to kill? Can we discourage militarism in the home and school and yet foster courage, honor, truth, fidelity, efficiency?

Reverting, first, to the play of the child with his toy soldiers, let us suggest to the manufacturer of paper soldiers that he add to his regiments of gallant warriors companies of brave firemen with horses rampant and hook and ladder recumbent; and further increase his output for the Christmas trade by sets of surfmen of the life-saving corps with wagon and lifeboat. The makers of metal toys have already anticipated such a movement; their iron fire-engines now fascinate the small boy. But they, too, should begin to manufacture sets of life-savers with boat and lighthouse and breeches-buoy. The metal armies should include also the ambulance corps with the conspicuous red cross. Mines, too, might be made, with the brave men ready to descend into deadly danger to rescue helpless comrades. The makers of Lilliputian uniforms should plan small helmets for small firemen, with boots and other accouterments as well as the suits such as are worn by the life-savers. Thus much for the child's free play period.

Preliminary to the retirement of the military features of the school we would suggest that those who are natural leaders of boys' organizations make a study both of the school of instruction for firemen in New York City, and of the rules for the men of the life-saving stations.

The latter are supposed to be within five miles of each other all along the coast, each group being composed of seven men, the keeper and six surfmen. At sunset, two of the men start off in opposite directions to patrol the beach, no matter what the weather—cloud or sunshine, biting wind or blinding snow or drenching rain. Each carries a Coston light, which is easily exploded by concussion when a vessel in distress is descried. This signal at one and the same time notifies the vessel that its need has been recognized, and the men at the station that their services are required. The crew, trained to instant action, haul out the service wagon and each man finds his place at once, for every minute counts for life or death. The wagon with its equipment is dragged over all kinds of obstacles to the point from which its rope can best be sent flying towards the vesel. Here every manly virtue is called into being, not to destroy but to save. The men must know how to handle all the equipment, the shovel, pick, sand-anchor, shot and line, the pulley and the

tail-block, and the Coston light. They must be able to describe and accurately report all accidents in which they are concerned and they are called strictly to account if any life is lost from an imperiled vessel. They must be competent to give verbal reasons for each step in the various operations; they must know how to revive a drowning person and must be trusted to guard all property found along the beach after a wreck. Intelligence, intrepidity, integrity, these must each possess.

The men then who conduct schools, Sunday-schools and boys' clubs should organize these members in groups of seven. Marching, counter-marching, climbing over obstacles may form a part of the drill, varied by rapidly and without question taking seats in a real or an imaginary boat. They should be given practice in using a cannon with which to fire with accuracy the life-line at an appointed target. They should learn to tie a firm knot that may be guaranteed to hold; they should have practice in handling the pulley and the tail block. We believe that every attractive and important feature of the soldier drill may be incorporated, modified, into the discipline of the life-saving crew. This training may be made of real value in developing body, mind and soul, and the knowledge and skill gained may well be practically available in the event of a real wreck at sea.

Reviewing the opportunities for drill and discipline offered by the fire department of a large city we find that the men must be acquainted with the use of all the modern life-saving apparatus. They are taught to use the scaling ladders, how to climb hand-over-hand up or down a rope, knowing exactly how first to make that rope secure. They must be trained in the way to best carry another person down a ladder or rope and must be able to jump into the life-net in the one way which prevents broken bones. They must also practice how to hold this net and how to move simultaneously in order to catch a falling body exactly in the center. It is necessary for them to be familiar also with the use of hose and battering-ram, of saw and hatchet. They must be quick to obey promptly the command of the superior officer. Here, again, the born leader of the boy has a field for experiment in adapting that which is a matter of business to heroic men, to be a means of grace for the imitative, hero-worshiping boy. And every degree of skill or knowledge or quick wit thus gained may be of service in real emergencies, as in the case of an earthquake, a Paris flood, or the more frequent railway wreck. The recently developed Boy Scout Movement could utilize some such drills.

In the kindergarten the children visit the engine-house and then play at being firemen. With older children the play may become more exacting, with much of physical exercise which the usual gymnasium affords. They may scale ladders, climb ropes, jump into nets, and learn to handle these in unison. Father Jahn, deviser so many years ago of the modern gymnasium, suggested features for training in muscular control which every public school could readily introduce; such, for instance, as the walking along a narrow board, the body perfectly balanced, rope-climbing, the scaling of walls, and other activities akin to those of the present-day fireman.

When the long line of foreign soldiers and sailors marched up the avenue during the Hudson-Fulton celebration, alternating with the columns of gallant Americans, the heart could not but beat with enthusiasm at the stirring spectacle of the manly youths marching in such goodly fellowship up the city streets. But what was it all for,—the drilling, the discipline? That those same men now parading the thoroughfare in such fraternal spirit might soon be aiming unerring rifles at each other's hearts. Line after line they marched in straight, spirited rows. But the applause of one spectator was lukewarm until there came into view the beautiful white uniforms of the life-saving service, whose men carried the long, slender lines of the life-line or drew the long, well-built boats and cannon employed in their noble life-work. Then one pair of hands let themselves express to the full the feelings which had been but in part called forth by the preceding soldier ranks.

Honor, all honor, to the heroic men of the past who fought and suffered in the cause of liberty and right. The soldier protects as well as kills; he defends as well as attacks; he has had his place in the evolution of society and will have it in the further developments of associated life. But more and more his services will resemble those of a national police called to maintain order and discipline in times of stress. We offer the above suggestions in the hope of hastening that glad day.—Unity.

Remaining School Days to Celebrate for 1912.

April 19th.	Battle of Lexington
April 21st.	Froebel's Birthday
April 27th.	Grant's Birthday
April	Arbor Day
April 30th.	Inauguration of the First President of U. S.
May 1st.	May Day
May 18th.	Peace Day
May 30th.	Memorial Day
June 14th.	Flag Day
June 17th.	Bunker Hill Day

Picture Stories

I cut out quite a large number of card board patterns of dogs, kittens, horses, birds, etc., and place them in a basket. For the chart class during the first days of school I tell a short story about the dog, cat, etc., and then the little ones are given the basket and told to find something that looks like a dog. When found I provide white paper and let them mark around the card board design then cut out, and when they have produced one that shows improvement it is pasted in their booklet.

Thus conscience doth make cowards of us all.—Shakespeare.

BOOK NOTES

"Tell It Again" Stories. By Elizabeth Thompson Dillingham and Adelle Powers Emerson. Cloth, 173 pages. Price 50c. Illus. Published by Ginn & Co., Boston, Mass.

This is a collection of 42 short stories, comprising fairy tales and myths, holiday, animal, nature and Bible stories. Many of these are original with the authors, others have been taken from magazines or are adaptations of well-known and proved tales. The compilation is the result of several years' practical work in the kg., and both the kindergartner and the mother of very young children will find material here to suit various occasions. Included is the charming little story by Katherine G. Church, "A Carpenter Builds Shelter for Some Animals," which was first published in the Kg. Primary Magazine. The introduction is by Sara E. Wiltse.

Pinocchio in Africa. Translated from the Italian of Cherubini, by Angelo Patri. Illustrated by Charles Copeland. Cloth, 152 pps. Price 40c. Published by Ginn & Co., Boston.

All children are delighted with the marionette-hero created by the famous Italian writer, Collodi. In this volume, the adventures of the little wooden puppet are continued into Africa, the historian of his exploits being another Italian writer, Angelo Patri, who is thoroughly loyal to the original conception, so dear to the hearts of all little people.

Barbarian and Noble. By Marion Florence Lansing. Cloth, 183 pp. Price 40c. Ginn & Co., Boston.

This is a truly remarkable and valuable little volume, being one of a series now in preparation, under the general title, "Mediaeval Builders of the Modern World." In this survey of many mediaeval centuries we are given a wonderfully comprehensive view of the interaction between the ancient Roman civilization and the different barbarian tribes of the Huns and Goths, and Vandals. The individual heroes portrayed and the events narrated, which paved the way for modern civilization are given in a striking manner, which awakens a new respect for our pagan forbears. People and events are grouped around ideas, each being treated from the point of view of the contribution made to the modern world. Although given in story form, in a way to interest those in the sixth grade, the continuous thread of history is not forgotten.

The Home-Made Kindergarten.—By Nora Archibald Smith. Cloth, 117 pps., 75c. net. Published by Houghton, Mifflin & Co., Boston, New York and Chicago.

For all mothers, particularly those isolated from towns and schools—living as the author says "on the rolling prairie, the far-off rancho, the rocky island, and the lonely lighthouse, the frontier settlement, and the high-perched mining camps"—Miss Nora Archibald Smith has written this. Miss Smith is one of the foremost authorities upon kindergarten methods in the training of children and gives many practical hints in the application of these methods. The book cannot be overlooked by any mother who wishes wisely to direct the play of her children so as to make it not only a means of passing the time, but also an important process in the making of character. Miss Smith is careful to make her advice applicable to the very busy woman.

The American Government. By Frederic J. Haskin. Illustrations from photographs taken especially for this work. Cloth, 398 pages, 5¼x7¾ ins. Published by J. B. Lippincott Co., Philadelphia and London.

Among the subjects are: The President, The State Department, The Treasury Department, The Army, The Navy, The Postal Service, The Interior Department, The Patent Office, The Geoglogical Survey, The Department of Agriculture, The Weather Bureau, Department of Commerce and Labor, The Census Bureau, The Bureau of Standards, The Public Health, The Smithsonian Institution, The Panama Canal, The Interstate Commerce Commission, Our Insular Possessions, How Congress Legislates, The House of Representatives, The Senate, The Library of Congress, The Government Printing Office, The Civil Service, The Supreme Court, Other Federal Courts, The Department of Justice, The Pan American Union, The National Capital, National Political Campaigns.

New York—The Tenth Annual Convention of the Kindergarten Mothers' Club and Parents' Association of Brooklyn, of which Miss Fanniebelle Curtis, Supervisor of New York Public School Kindergartens, is Chairman, was held March 28th, at Association Hall, Bond Street, near Fulton, and proved a great success as usual. We trust some of the Kindergartners present will provide us with a report of this meeting for our next issue.

Chicago, Ill.—Mrs. Ella Flagg Young, superintendent of schools, Chicago, and ex-president of the National Education association, spoke before the Chicago association of commerce, March 27, on the influence of the National Education Association upon the public schools. Prof. Nathaniel Butler, dean of the college of education of the University of Chicago, spoke upon the association's influence upon colleges and universities. Carroll G. Pearse, of Milwaukee, president of the National Educational association, discussed its influence upon the educators of the country.

New York City.—A class for the Study of the Montessori Method has been opened at the Scudder School, formerly the Froebel Normal Institute, 59 West 96th Street, of which Dr. Myron T. Scudder, is principal. The work will be largely in charge of Dr. Jenny B. Merrill, late supervisor of the public school kindergartens of New York, assisted by Miss Luella A. Palmer, the new assistant director of Kindergartens in New York. The lessons are given on Saturdays, and the course is intended only for kindergartners and teachers of experience, at present, but beginning with October, 1912, a course which will include both kindergarten and montessori methods, will be organized in the normal department of the Scudder School.

Annual Meeting I. K. U. at Des Moines, April 29-May 3

Headquarters: The Savery Hotel, Fourth and Locust Sts.

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ADVANCE PROGAM

Monday, April 29, 2:30 p. m.

Board meeting.

Monday, April 29, 7:30 p. m.

Meeting of Committee of Nineteen.

Tuesday, April 30, 9:00 a. m. to 12:00

Visits to Kindergartens.

Tuesday, April 30, 2:00 p. m.

Conference of Training Teachers and Supervisors. Closed Meeting.

MISS ALICE O'GRADY, Chairman.
General Topic: The Next Forward Movement.
1. The Kindergarten and the Educational World.
Miss Stella Wood of Minneapolis will open the discussion with a short paper, followed by:
Miss Elizabeth Harrison, Chicago.
Miss Nina Vandewalker, Milwaukee.
Mrs. Ada M. Hughes, Toronto.
Mrs. Mary B. Page, Chicago.
Miss Jeanette Ezekiels, Des Moines.
Followed by general discussion.
2. The Kindergarten and Supervision.
Leader to be supplied.
Miss Olive Russell, Chicago.
Miss Catherine R. Watkins, Washington.
Miss Cora English, Kansas City.
Miss Alice Parker, Pittsburgh.
Mrs. Mary C. McCulloch, St. Louis.
Other members will be asked to respond from the floor.

Tuesday, April 30, 8 p. m.

Invocation.
Address of Welcome.
Response.
Address—"Enduring Verities in Education." Dr. M. V. O'Shea, University of Wisconsin, Madison, Wisconsin.

Wednesday, May 1, 9:30 a. m.

Report of Recording Secretary, Miss Netta Faris.
Report of Corresponding Secretary and Treasurer, Miss Luella A. Palmer.
Report of Auditor, Miss Julia S. Bothwell.
Report of Committee on Foreign Correspondence, Mrs. Susan T. Harriman, Chairman.
Report of Committee on Foreign Relations, Miss Annie Laws, Chairman.
Report of Committee on Investigation, Miss Nina Vandewalker, Chairman.
Report of Committee on Propagation, Miss Myra M. Winchester, Chairman.
Report of Committee on Literature, Miss Annie E. Moore, Chairman.
Report of Committee on Affiliation with National Congress of Mothers, Miss Elizabeth Harrison, Charman.
Report of Friedrich Froebel Museum Committee, Miss Alice E. Fitts, Chairman.
Report of Committee on Nominations, Miss Ella C. Elder, Chairman.
Appointment of Committee on Time and Place.
Reports of Delegates from Branches in the East and South.
Luncheon at Hotel Chamberlain for Delegates and Officers.

Wednesday, May 1, 2:30 p. m.

Meeting in charge of the Committee on Affiliation with the National Congress or Mothers.
Speakers, Mrs. Orville T. Bright of Chicago, Vice President National Congress of Mothers and others.

Wednesday, May 1, 8 p. m.

Address: The Kindergarten in Social Life. Miss Annie Laws, Cincinnati.
Address: Municipal Recreation Centers, Mr. Guy L. Shipps, Field House Director, Davis Square, South Parks, Chicago.

Thursday, May 2, 9:30 a. m.

Reports of Delegates from Branches in the West.
Report of the Froebel Pilgrimage, Mrs. Susan T. Harriman.
Address: Problems in Philosophy which affect Present Educational Ideals, Dr. Herbert Martin, Drake University, Des Moines.

Thursday, May 2, 2:00 p. m.

Business Meeting.
Short Addresses.
Mrs. Ada Mareau Hughes.
Mrs. Mary Boomer Page.
Miss Nina Vandewalker.
Miss Mary C. McCulloch and others.

Thursday, May 2, 8:00 p. m.

Reception by Des Moines Women's Club, Club House, to all visitors.

Friday, May 3, 9:30 a. m.

Address: Kindergarten Principles and Recent Developments in Educational Theory, Dr. Irving King, University of Iowa, Iowa City, Iowa. Followed by Discussion. Speakers to be announced.

Friday, May 3, 2:30 p. m.

Address: Kindergarten Music in its Relation to Music in the Grades. Miss Eleanor M. Smith, Chicago.
Other Speakers to be announced.

Exhibits

There will be an exhibit of kindergarten hand work from various cities and Training Schools in the country, in the Auditorium, where the meetings are held.
There will also be an exhibit of books and pictures suitable for young children, along the lines of that held at Teachers' College, Columbia University, New York City, in December. This is to be in the Des Moines City Library. Miss Patty S. Hill will speak informally of the very suggestive Teachers' College Exhibit.

Places of Meeting

The Conference on Training and Supervision will be held at Drake University, Twenty-fourth Street and University Avenue.
All other meetings will be held in the Auditorium, Fourth Street and Grand Avenue, a short walk from Headquarters.

Local Organization

Officers of the Des Moines Froebel Association:
President.....Miss Caroline S. Murphy
Vice President.....Miss Belle McConnell
Recording Secretary.....Miss Florence True
Corresponding Secretary.....Miss Agnes Jennings
Treasurer.....Miss Naomi H. Smith
Chairman of Local Committee.....Miss Bessie M. Park

Committees

Headquarters—Miss Minnie E. Hopper, Miss Elizabeth J. Culbertson.
Accommodations—Miss Marie Preston.
Places of Meeting and Program—Miss Bessie M. Park, Miss Minnie Hyland.
Hospitality—Miss Mary Dunkle.
Badges and Decorations—Miss Henrietta Blessin, Miss Addie J. Maulsby.
Transportation—Mr. Z. C. Thornburg.
Music—Miss Elizabeth Platt, Mrs. Harris H. Coggeshall.
Finance—Miss Caroline S. Murphy, Mrs. Lizbeth V. Griffiths.
Exhibit—Miss Jessica St. John.
Press—Miss Alice T. Lowry, Miss Nellie Warren, Miss Minnie Rozelle.
Entertainments—Mrs. Alexander Fitzhugh.
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For information regarding boarding places in private houses, please write Miss Marie Preston, 1225 East Ninth St., Des Moines, Please make all hotel reservations with hotel management as early as possible.
The following railroads come into Des Moines:
Chicago, Rock Island & Pacific; The North-Western; The Great Western; Burlington; Wabash; Chicago, Milwaukee & St. Paul.

CURRENT EVENTS

REUNION OF THE ALUMNAE OF THE KINDERGARTEN DEPARTMENT OF THE NORMAL COLLEGE, N. Y. C.

A very large number of kindergartners gathered at the Normal College, New York City, on March 5 in response to a call from Miss Marie B. Coles, the director of the Kindergarten Department, and Mrs. Helen G. Coles, her assistant. Their present class numbers thirty-six. It was the wish of the class of 1912 to entertain the older graduates. They contributed a number of sweet songs and later served refreshments. This, the first public kindergarten training class in New York City, was organized in 1890. It has graduated 202 kindergartners, of whom about 100 are now teaching in the public kindergartens of the city. For the first ten years the class was a post-graduate course limited to six students.

Mrs. Walter Pritchard Eaton (nee Underhill), who until her marriage was Miss Coles' able assistant, came from Stockbridge, Mass., to attend the reception. Mrs. H. A. Day, one of the first graduates of this department, and former president of the Kindergarten Union of New York City and vicinity, spoke a few words of greeting and suggested a plan for permanent organization.

Miss Luella A. Palmer, who is a graduate of the Normal College, though not of its kindergarten department, was present and was most cordially received.

Teachers fro mthe other college departments attended, among them being Miss Mary C. McGuire, Superintendent; Miss Estelle Forchheimer, who has taught psychology in the Kindergarten Department as well as in the College; Prof. C. Reid and Miss Virginia Keith, who have advanced the work in modeling and drawing beyond the ordinary attainments of kindergartners. The Normal College has endeavored to guard and guide the kindergarten interests of the city in many ways ever since Dr. Thomas Hunter in 1870 first invited Miss Elizabeth Peabody to address the students.

Dr. George S. Davis, now president of the College, is a strong advocate of the kindergarten and has insisted upon a high standard for entrance to the kindergarten department.

Although higher standards, especially in music, have been enforced, the class of 1912 is the largest one in the history of the department.

Many kindergartners who have married since their graduation were present at the reception, one coming from Albany.

Dr. Merrill, who organized the kindergarten in the college in 1877, was present and enjoyed meeting so many of his former associates in the college and schools.

The annual meeting of the Alumnae Association of the Philoda Training School for Kindergartners was held in the School of Industrial Art on January 13, 1912.

Miss Fox, Vice President, presided, in the absence of Miss Anna Young, President of the Association.

The meeting opened with songs admirably sung by the class of 1910, trained by Miss Crowther. The new "Swing Song" especially charmed the audience.

Following the usual business discussion of the Association, Miss Fox introduced Miss Agnes Repplier, the speaker of the afternoon. Miss Repplier, foremost among the women of whom all Philadelphians are proud, needed no formal introduction to the audience, who not only know her as a lecturer of note, but who read her articles which continually appear in the Atlantic Monthly, and other periodicals.

Miss Repplier took as her subject before the Alumnae "Women at Work." She made clear the fact of there never having been a time when women were not a disturbing force in the world's history. In so far as women are concerned, the speaker pointed out the too evident fact that the women of France have for several centuries been in advance of the women in either England or America, which may be due to the thorough course in finance and business methods which is a part of every French woman's education. This cannot be said to be general in England or America.

Schoppenhauer's phrase, "It is man's business to earn money and woman's pleasure to spend it," finds scant favor in France, where the woman's capability, and technical skill in handling business often far exceeds the man's.

It has been said that woman's lack of integrity is much to blame for her somewhat tardy advance. This seeming lack of honor Miss Repplier believes due to the average woman's ignorance of business methods, or absence of training. "The woman's moral sense is as keen as a man's, often keener," she goes on to say, "but her lack of training in business methods often places her in a poor light."

If women do not see far they do see with remarkable distinctness that which is close at hand.

In some ways, a woman's business capacity is greater than a man's, a fact made evident through the remarkable amount which the foremost women's clubs receive for their money compared to men's clubs of equal standing.

In comparison to the opportunities afforded men such women's clubs as the "Mayflower" in Boston, the "Colony" in New York city, the "Acorn," "Civic" and "Century" clubs in Philadelphia, are quick to grasp their opportunities to further civic betterment.

In reviewing women's achievements in work Miss Repplier mentioned the honored positions which women held in mathematics and philosophy in the University of Italy, during the Renaissance, the names of many French women who had attained fame through their remarkable capacity for business shown in the establishments which they conducted, and the Countess of Warwick's achieve-

ments in England and still other women who are doing as much for America, which made one feel that "women at work" are accomplishing much, after all.

Miss Repplier gave the impression that she believes the time will soon come when women will take life and its successes as naturally as do men.

An enjoyable social hour followed in which each member present had an opportunity to chat with Miss Repplier on the renewed interest awakened through her paper, and to congratulate Mrs. van Kirk on her choice of a lecturer.

Respectfully submitted,
MARGARET MORRIS SIBLEY,
Sec. pro tem.

Tyler, Texas—The Annual Meeting of the East Texas Teachers' Association was held here March 15-16.

Madison, Wis.—The Annual Meeting of the Southern Wisconsin Teachers' Association which was held here March 8-9, proved a great success.

St Cloud Minn.—The 16th annual meeting of the Northern Minnesota Educational Association closed here March 23. A most successful meeting.

Charlotte, N. C.—The Presbyterian College have been offered $100,000 for their present site, and have been given 85 acres of land in a new location, and $8000 in cash. They will erect new buildings.

Nashville, Tenn.—The fifteenth conference for education in the south will be held here April 3-5. The general theme of the conference will be education in reference to the advancement of the Southern states.

Nashville, Tenn.—The Southern Commercial Congress will meet April 8, 9, 10. On the evening of April 8, an educational mass meeting will be addressed by Superintendents of Education and others from 17 southern states.

New York City,—At the last regular monthly meeting of the Kraus Alumni Kindergarten Association, held at the Hotel San Remo, March 9th, the subject was "stories, songs and games for the kindergarten." The Kraus Alumni are noted for their interest in this subject and the meeting was characteristic—a great success.

St. Louis, Mo.—The great success of the meeting of the Department of Superintendence despite the refusal of the railroads to grant reduced rates is a source of great satisfaction to the friends of education. Following are the officers of the association for the coming year:—President—F. B. Dyer, Cincinnati; First Vice President—Samuel Hamilton, Alleghany, Pa.; Second Vice President—Mrs. Eleanor C. Ripley, Boston: Secretary—D. W. Torreyson, Little Rock, Ark.

Brooklyn, N. Y.—The annual meeting of the Brooklyn Free Kindergarten Society will take the form of a luncheon to be held Monday, April 15, beginning promptly at 1.30 and concluding not later than 4 o'clock, the idea being to afford business men time to go back to their offices and close up the days' business. An invitation is extended to—all the officers of the Society; the members of the Board of Directors; the members of the General Committee; the members of the Educational Committee; the members of the Ways and Means Committee; other standing Committees; the members of the Board of Visitors; the Kindergartners; subscribers and friends.

The postponement of the annual meeting of the State Teachers' Association from March to April 25, 26, 27, will prove a blessing in disguise. The weather should be fine; Charleston will be beautiful, and there is no reason why the meeting should not be the most enjoyable and largely attended ever held.—*Southern School News.*

Cincinnati is planning to open a model flat as part of tha city's public school system. There high school girls will receive training in home-making and housekeeping. The board of education will fit up the flat and turn it over to Miss Charlotte Ullrich, supervisor of domestic science. The girls are to clean the flat, paint the floors, make curtains and install the furniture, supplied by the board of education.—*School Century.*

Los Angeles, Cal.—The newly-created republic of China, casting off the shackles of centuries of steel-bound and monarchical tradition and simultaneously demanding the best that the example of the new world can offer her, is to have a complete kindergarten system installed in her national schools and a Los Angeles girl is to install it and to have full supervision.

Singled out from a veritable legion of expert kindergartners of this country for perhaps the most unique honor ever bestowed upon any educator, Miss Mary F. Ledyard of No. 1313 West Eighth Street, for the past fourteen years kindergarten supervisor of the Los Angeles city schools, announced yesterday that she accepts the offer of the Chinese republic, and will leave about midsummer to begin work in September.

The first kindergarten training school in China will be established at Foo-Chow, one of the five imperial cities. The plant will consist of a general administrative building, a dormitory building, residences of instructors, as well as the regular class rooms and gardens. Miss Ledyard is now working on the plans for these and the buildings are to be erected as soon as she arrives in Foo-Chow. These buildings will be modeled after the most improved plans as best adapted to the work of training kindergartners.

Dr. Jenny B. Merrill announces that she is open to engagements to lecture upon "The Montessori Method of Infant Education and its relation to the Kindergarten." Dr. Merrill has been studying the new system since 1908 when her attention was directed to it by the Baroness Franchetti to whom Dr. Montessori dedicated her book of method. Address for particulars, The Scudder School, 59 W. 96th Street, New York City.

The N. E. A. at Chicago

Owing chiefly to the fact that satisfactory railroad rates could not be secured for St. Paul, the place for holding the next annual meeting of the National Education Association has been changed to Chicago. Dates July 6-12. The location is much more central and while the twin cities of St. Paul and Minneapolis could undoubtedly have furnished ample hotel accommodations yet Chicago possess the great advantage of cheap water transportation, and a much larger attendance can be expected.

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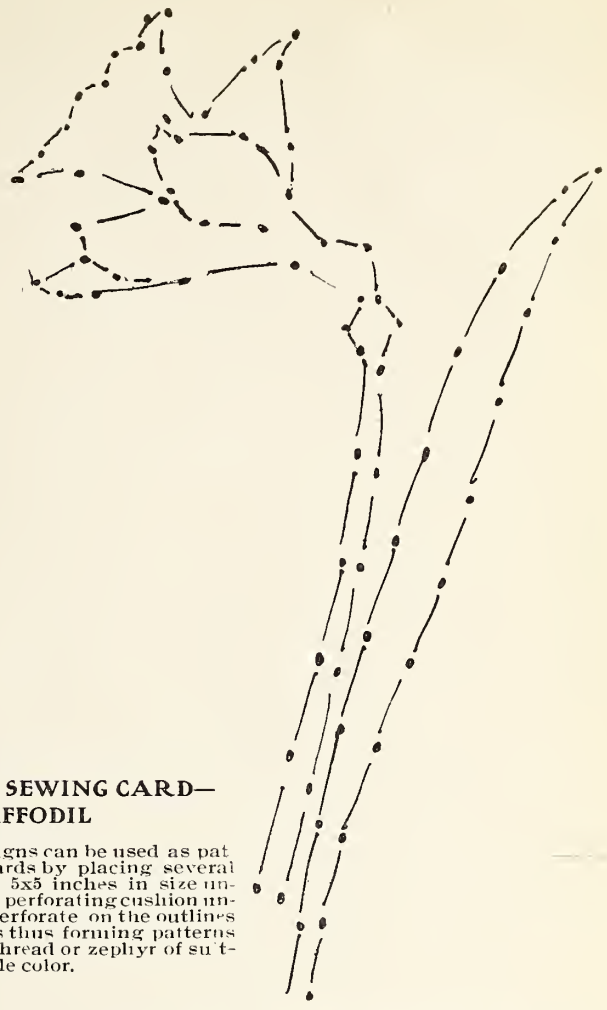
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The Kindergarten Primary Magazine

MAY, 1912

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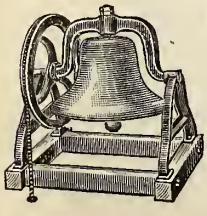
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EDITORIAL NOTES.

N. E. A., Chicago, July 6-12.

IF you have a new idea in paper folding, paper cutting, weaving, modeling or any gift or occupation work, send it to us and we will in turn mail you the magazine gratis for a time.

SOME one has said that there are just two kinds of kindergartners, those who regard the work as a calling and those who have entered it with the zeal of the crusader and are working for the children's sake.

THE true Kindergartner is far more deeply interested in the child than in any particular educational system, hence the intense interest in the Montessori method, and the desire to fathom its possibilities for the children of America.

IN a general sense it may be stated that whether educational methods are good or bad depends a great deal on how we take them. If with great faith and enthusiasm the result is certain to be far more satisfactory than is possible with any method which encounters half-hearted sympathy and faith. Methods which work out admirably in the hands of enthusiastic originiators or apostles sometimes, may fail in the hands of the ordinary teacher.

WE are pleased to announce that Dr. W. N. Hailmann will have an article in our next issue, "A Glimpse of the Montessori Method," which will probably be followed in the September number with "An Analysis of Montessori's Devices with Reference to their Bearing on the Kindergartner." These articles, coming from the pen of so able a writer with an experience dating back perhaps, from the inception of the kindergarten in America, should be read by every kindergartner.

WE have had under consideration for some time the establishment of a department of questions and answers along the line of current kindergarten problems and announce with pleasure that Miss Bertha Johnston, the well known kindergarten writer, who so ably edited the Kindergarten Magazine for several years, will take charge of this department, which will probably begin in the June number. Kindergartners, primary and rural teachers will be invited to write for information and assistance relating to any problems which confront them and all possible assistance will be given without charge in this department. We feel certain that this feature will prove greatly helpful under the management of Miss Johnston.

IT is considered within the privilege of the press and public speakers to sharply criticise the public school system of America, and of course there is ample room for improvement, but it is well at times to just remember that the march of education as we have had it in the past has been the march of civilization, and has carried the world upward and forward, conquering the savagery that arose from universal ignorance, and bringing peace, comfort, and happiness to a world that was once devoid of such blessings. Even as Christianity has forged ahead in its everlasting crusade for right, truth, and justice, making the world better and cleaner wherever its teachings have penetrated, so has the cause of education, public and private, elevated nations, enlightened the masses and classes, and bestowed peace and glory where turmoil and suffering once prevailed.

A VISIT TO MISS LUELLA A. PALMER'S KINDERGARTEN.

By Jenny B. Merrill, Pd. D.
Late Supervisor Public School Kindergartens, New York

(Continued from last issue.)

I once visited a kindergarten room after school hours with Mrs. Kraus, my teacher and long-time guide. We were disappointed to have missed the children and the kindergartner, but Mrs. Kraus made this sagacious remark, "I can tell much about this kindergarten by the room they have *left.*"

First let me say, "The room was *in order.*"

In "the practical exercises of life," of which Dr. Montessori speaks with such dignity, we find deep meaning. This deserted room showed that forethought had insisted upon these practical exercises.

"A word to the wise is sufficient." Do you, young kindergartner, leave your room "topsy-turvy" or in order? Do you spare a few minutes to let all the children help in that practical exercise of "picking up" where every pair of hands can help and relieve the care-taker of much unnecessary labor? This is not the main purpose, but it has its social value. The love of order grows by this habitual practical lesson. The kindergartner's time and strength are spared for better work.

Lately, while sitting in Miss Luella Palmer's room, I scanned the walls, the cabinet, the blackboards and the narrow mantels above the blackboards. These all spoke of care and forethought in decoration. They gave hints of some of the hand-work of the past.

A vase of fine color here and there brightened the mantels.

The plants did as well as they could for winter and a not over-favorable environment.

The plaster casts brought several fine animal forms to prominence.

The picture subjects all appealed to children, and yet a few were a little beyond them, to draw them to "the next higher plane," as it were.

There were three large permanent pictures and a number of smaller ones in lighter vein. The "Windmill" and a "Water Scene," with a "Field of Poppies," spoke of out-of-doors and nature. The knight standing by his beautiful war-horse was also in evidence.

There was the "Big Dog and Her Puppies," "The Boy and the Toad," "A Barnyard Scene," "A Sleeping Child," "The First Step," and "Dance for Daddy."

The selected pictures for the day and week, mounted and standing low on the ledge of the blackboard, I have already mentioned. They put art into the common things of every-day life. They served to raise these simple, oft-repeated, homely occurrences into the child's consciousness.

We are indebted to such child lovers as Jessie Wilcox Smith for such elevating views of "The Wash-bowl!" On the blackboard I noted sketches illustrating the days of the week.

Have you ever studied the dainty marginal pictures in that rare book entitled "The Luxury of Children"? It will repay you to do so.

Child study by means of pictures is a possibility. "The Five Senses," the illustrations in "The Morning Glow," the play pictures in Johnson's "Education by Play and Work" are all invaluable for the student of children. (Recently I have found a book entitled "The Spiritual Life of the Child," by Henry King Lewis, with studies of children's photographs accompanied by notes endeavoring to interpret character. This interesting method of studying the child in pictures is pursued in some of our best training classes. The camera snap-shots so easily obtainable now are very helpful. A few will be found in "The Paradise of Childhood, Part I."

TABLE PERIODS.

The table periods in Miss Palmer's kindergarten were planned for three groups of children. The arrangement of tables corresponded to this division based upon age and time in kindergarten.

The occupation came first upon this day, and took the form of *paper-cutting* based upon the thoughts and images already aroused by the morning talk and the nursery pictures.

Without a word of explanation, Miss Palmer, standing near one group, held up a square of paper, cut it into two oblongs, changed one oblong by cutting it to resemble a *comb,* and the other was changed into a *brush* with a handle.

The children watched attentively. They tacitly understood that they were to *imitate.* The selected children distributed materials and all began their work without another word.

The assisting kindergartner did likewise with the younger group. The final results showed the difference of the two groups in experience with the scissors, but as the objects were simple and interesting to both groups, there was no need of difference in this occupation.

Miss Palmer finds it well during the first week of the new term to unify the work as much as possible. The older children like to review, and a RE-view is always a *differing* view, and hence has educational value for the older group.

One interesting result in the older group showing a bit of originality was the effort of a child

to fasten the paper brush and comb together by slipping the fringed edges together! The older group received a second piece of paper to cut freely.

A very practical device of Miss Palmer's is to provide a shallow wooden plate for each child, which is an *open suggestion* and invitation to *pick up* scraps of paper. I observed no paper on the floor.

As a game period was to follow, the work to be kept was placed upon direction on the chairs as the children rose, and the chairs being pushed under the edge of the tables.

This, Miss Palmer explained, is to prevent distraction during games, as in our crowded city kindergartens the tables are always in sight. Hand-work is very attractive to the little ones and they are tempted to finger it in passing, or a wind might blow it away.

This is one of the many little ways in which an experienced kindergartner learns to *prevent* mischief. Miss Palmer often has the occupation later in the day, so that this caution is not needed. It is her custom, when the object made is a *toy* and conducive to the *play spirit,* to give the children a few minutes to play with it and with each other before taking it home. Sometimes the little object made is not appreciated when taken home, or there may be no playmate there to share the play. I think this free play at the close of the session a very happy suggestion.

The second table period on the day of my visit was undirected, a sort of free play with a saucer full of Hailmann beads. Miss Palmer felt that the younger children needed relaxation.

It was interesting to note the more orderly and expressive results obtained by the older group. Flower beds, candy stores, a parade and an ice-cream parlor were among those I heard the children talk over. The little ones sorted the forms, enjoyed the colors and stood the different forms in rows. A few built simple objects.

I noted that while the children as a rule passed and collected materials, the kindergartner collected the plates of Hailmann beads, another wise provision against a possible spilling accident.

"Trifles make perfection, but perfection is no trifle."

In the next number I will write of the games and rhythms which were used on the morning of my visit.

No talent, no self-denial, no brains, no character, is required to set up in the grumbling business; but those who are moved by a genuine desire to do good have little time for murmuring or complaint.—*Robert West.*

REPORT OF AN ADDRESS ON KINDERGARTEN MUSIC GIVEN AT THE ETHICAL CULTURE SCHOOL BY DR. DYKEMA.

By Jenny B. Merrill, Pd. D.

Dr. Dykema believes that we should train the children to respond more freely to music. Music may impel the child to laugh, to rush, to be quiet, to dance, to clap.

Give the child freedom to act out the feeling that the music suggests.

There should be a giving out as well as a taking in. A ball must rebound, so there should be a rebound to music. Music gives control. It is a powerful social factor.

We often hear how music incites the soldier in war, but we should also remember that music messages in time of peace. It has soothed in many ways and even prevented panics.

Music may prove seductive as well as soothing, and there is such a thing as a surfeit, but its constant use in joy and in sorrow connects it with our moral nature.

Music should lead to *controlled freedom.* It should lead the child to admire, to reverence, to fear wisely. Music has a peculiar power over the emotions. We want not only to secure stimulation, but also interpretive action. Music should help make the child light, free, nimble. It should reach every part of the body. A good singer sings all over. It is not merely the dramatic feeling which makes a singer's body respond. He must move to sing well. Dr. Dykema has no sympathy with those who prohibit movement while singing. He believes proper gesture helps singing.

If the child is singing about waddling ducks, let him waddle while he sings; if he sings tick, tock, let him swing his arms.

Did you ever notice a crying baby? His body helps him cry. Singing is a kind of cry.

Let the child interpret instrumental music. Did it make him want to romp or go to church? Did it make him think of fairies or brownies or bears? Did it make him want to fly his kite or run with his pin-wheel? Was it speaking of the gentle breezes or a gale? Was it telling a sad story or was it trying to make you laugh?

In order to illustrate some of the results of this method used in teaching the normal students, Dr. Dykema called upon the seniors and later the juniors to sing and interpret many songs, using many of Miss Bentley's for the purpose.

The first was an Indian song. The words were simply these:

We are Indians,
Looking all around.

The girls came in as Indians might, with hand to eye, stooping and looking eagerly as if to find something.

2. The Clock Song. This was very effective. The singers marched in, swinging an arm in imitation of a long pendulum, and also made a regular sound with the foot that reminded one of a steady tick-tock.

3. A Soldier Song.
4. The Fiddle.
5. Robin Song.
6. A Cradle Song.

These songs were all sung without accompaniment. The key-note was given each time. Dr. Dykema thinks we use the piano too much in kindergarten.

In some songs the accompaniment helps. Use judgment. The following songs were accompanied by the piano:

8. The Automobile.
9. Who Has Seen the Wind?
10. My Old Dan.
11. Dancing Song.

Dr. Dykema believes in encouraging not only students but even kindergarten children *to sing alone*. Music is for the individual as well as the group. By individual singing you secure accuracy of hearing, independence, and vitality.

Songs of the echo type are good to begin with. Children call to each other in musical tones. They imitate animal sounds. It is difficult to retain the early child tone. Elocutionists study baby tones. They are musical.

Cutting songs into parts and singing as dialogues is interesting and brings out meaning. Sometimes a single child sings a line and all repeat.

Several songs followed to illustrate these points.

"Three Wise Men" was sung twice: First, to illustrate how those who saw the wise men upset would feel and sing; second, how the men who got wet would sing themselves.

2. Spring is Coming. Spring came dancing in and awakened the flowers with a touch.
3. Boy going to blacksmith to have his pony shod.
4. Three little boys.
5. One Misty, Moisty Morning.

The very topics suggested by these child-like songs suggest life and joy and action. Their rendering was charming and the audience applauded heartily.

The last point Dr. Dykema made was a most important one for the kindergarten. He pleads for a greater *play spirit* in music. We are taking our songs too seriously. Play with your songs. Play with your voice. Cast it this way and that.

Have some fun with music. To illustrate this point concretely, this delightful entertainment—for such it had proved—was brought to a close by a kinder symphony.

The students played first on four simple instruments such as children may use—a drum, cymbals, a castinet and musical dumb-bells. Later they rendered a more ambitious symphony in orchestra in three movements.

MORAL EDUCATION—THE PERSONALITY OF THE TEACHER.

By John W. Carr.

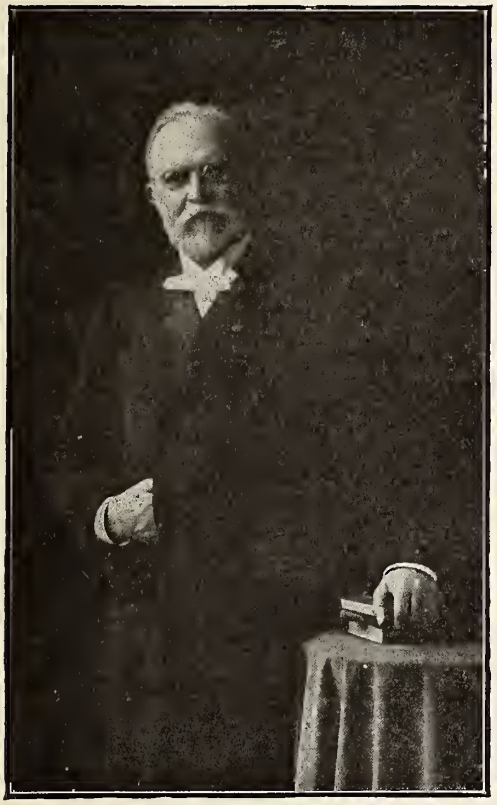
The most important of all school agencies in the development of moral character in pupils is the teacher. We would not minimize the value of a good course in morals, of wholesome environment, of proper school spirit, of good discipline and a good course of study, yet it is the teacher who makes the vital connection between these things and the lives of the children. It is the teacher who sets the example in neatness, orderliness, politeness, cheerfulness, and kindness. It is the teacher who furnishes, or should furnish, a constant example of poise, self-control, self-reliance, and true dignity. It is the teacher who teaches the children industry and the right spirit toward their work by helping them plan their work and by doing his own work with fidelity and zeal. It is the teacher who makes justice a vital thing by exemplifying it daily in the school. It is the teacher who molds public sentiment in the school, who gives timely advice, who encourages, comforts, restrains, guides, and controls the children, and whose every look, tone, and gesture help make or mar human souls.

The influence of a true teacher as a moral force is exhibited in manifold ways. It is constantly felt in the schoolroom. It is potent on the playground and on the athletic field. It pervades every school club, every social gathering in which the children participate. It serves as a guide in the choice of books, playmates, and friends. It is shown in conduct on the street and in the home. It is the precious thing that lives in memory and abides in character after lessons have been forgotten.

THE KINDERGARTEN-PRIMARY MAGAZINE

CURRENT EDUCATIONAL THOUGHT

FROM SUCCESSFUL AMERICAN EDUCATORS



DR. W. N. HAILMANN

THE MISSION OF CHILDHOOD.

In his essay on "The Meaning of Infancy," John Fiske presents a view of childhood that cannot fail to stir in the heart of the teacher precious feelings of joyous responsibility in her work and of profound reverence toward the objects of her care.

Here we behold conscious, self-directed progress upward and outward as the distinguishing mark of humanity in its effort to free itself from the fetters of brute animality. Brutes rely almost wholly on the unconscious forces of heredity and instinct. "They get their education before they are born." Hence, "brute life is conservatism cut and dried." But with man progress has become the fundamental law of life, conscious individual and racial progress.

We behold brute life as essentially passive material at the mercy of environment, while man steadily rises superior to his environment, deliberately and actively adjusting himself to its necessities or adjusting it to his purposes and needs, himself the guiding factor in his progressive development.

And the key to such progress is placed in his hands by helpless, dependent, teachable childhood and by the extension of this period over a great portion of individual life, enabling him to supplant blind heredity with seeing history, fortuitous variation with deliberate self-adjustment, unconscious instinct with conscious intelligence, national selection with rational choice.

No better proof is needed to controvert the slander that "the child is only a little animal." Every living thing essentially is what it is meant to become. The potentialities of its germinal life determine its essence. Thus, too, the essential being of the child is found, not in transient animal heredities or ante-cultural accretions, but in the potential humanity of him seeking conscious, masterful self-assertion.

The child comes to us with the vast potentialities of humanity re-born in pristine vigor, a reiterated call to the conscience-stricken soul of us "to go and sin no more," a fresh sounding of the eleventh hour of humanity, the incoming of a "fifth generation," not to be weighted down by the sins of the fathers. It comes to us as a new asseveration of the supremacy of spirit over matter, of essential tendency over superinduced hindrance, as the reiterated prophecy of the ultimate victory of all things higher, as the renewed injunction "to try again." *

A persistent, all-sided vigor of growth pervade the being of the child along with its helplessness, a decided buoyancy or upward trend. It does not at first, indeed, distinguish between good and evil It seeks only action, and apparently for the sake of mere action. It acts and

* I am aware that current conclusions as to the potency of individual heredity seem to invalidate these statements. Yet re-assurance is found in evidences of one-sidedness in the exploitation of extreme instances of apparently hereditary iniquity—as the fukes and feros—in which, however, environment was strongly yoked with heredity. It is found in observed instances in which environment overcame or greatly modified heredity; in the fact that rise and fall in the character and life of communities is largely conditioned by environment; and in the fairly well established fact that general human progress is upward.

feels before it thinks and knows. Hence the importance of environment from which proceed stimulus and opportunity. Hence, too, the vast responsibility that rests on parent and society with regard to such adjustment of environment as shall lead upward and onward, establishing right tastes and habits of action.

Thus equipped and placed in suitable environment, the child enters upon its mission as the founder of the family, the clan and nation, as the bringer of love and peace. In this momentous work its first appeals are to the mother. And nobly has she responded to these. For her child's sake she abandoned all other interests. To the joy of sustaining the life, of guiding the growth and development of her child, she sacrificed all other joys and every pleasure. That her child might have food and shelter and fostering care she freely made herself the slave of her mate and the drudge of her clan.

For her child's sake she became an earnest student of its needs and of the resources of her environment to satisfy these needs, became a discoverer and inventor, the establisher of a home; asked of her husband only protection and game, and herself became builder, tiller of the soil and harvester, miller and baker, skin dresser and weaver, potter and cutler, the inventor and maker of numberless utensils and tools, the very embodiment of the roots of every form of industry on which rest the wealth and prosperity of to-day.

To please her child and to make the home attractive to its protector, she became a poet and musician, an artist in sculpture and engraving, in painting and dyeing, in weaving and embroidery, in the creation of every form of grace and beauty, by whose further cultivation men of later days achieved fame and fortune.

Every form of science and art, of pedagogy and social organization, prosperity and the foresight that revealed to man the ideals of life and its destiny, came to man from helpless, plastic babyhood through the mediation of the mother's love.

To this day the birth of the child is the birth of the family. The love that draws man to woman and woman to man suffers much from selfishness. Man seeks woman for *his* sake, to make her *his* wife, and vice versa. Their love is chiefly inward, centripetal. But with the advent of the child there comes a change. Love is turned outward. Mother and father love the child for the child's sake, and learn to love each other with a new and holier love, a love that seeks the joy of self-devotion for the common purpose of lifting the child out of material bondage into spiritual freedom.

It is not difficult to see how, in due time, the very safety of the family in primitive days must bring about the grouping of families into clans and the expansion of these into tribes and nations. The very nature of family love, in its centrifugal tendency, would tend to this. So intuitively mindful, indeed, are even rude men of the debt they owe to the mother and of the sanctity of babyhood that in intertribal warfare women and children are the first to be spared.

I am aware that unfavorable environment and the perversions of human nature, due to indolence, jealousy, greed and other passions of egotism, give rise to conditions in no way consonant with our sketch of the triumphs of babyhood. Like other missionaries, childhood had to undergo, still has to undergo, its martyrdoms. Like other missionaries of the gospel of love, it has nothing to oppose to brute strength beyond its mute appeals for sympathy, and these often remain unheeded. Viewed, even from the historic standpoint of the development of social and institutional life, this martyrdom presents, indeed, a harrowing spectacle.

Nevertheless a broad survey of the evolutionary and the historic fields must convince us that the child is conquering, is uniting mother and father in increasing tenderness and love, goes steadily on revealing to man his lofty destiny, teaching him to see in his child his own purer self reborn, leading him to find his highest duty in the care and ducation of his child.

Nor is his interest and loving care confined to his child alone, but is reaching out to all childhood. There is growing in his heart a feeling of universal parenthood that brings to him a sense of responsibility extending to universal childhood. More and more the brute within him is being tamed. More and more does he turn away from satanic militarism and follow the mother's lead in extending and ennobling the life of industry, of science and art, of which she became the pioneer for the sake of her child. More and more does he honor her for the gift of the child and for the life of peace and prosperity, of love and purity this gift implies.

We cannot be dragged up, we have got to push ourselves up. No law that ever was devised can give wisdom to the fool, courage to the coward, strength to the weakling. We must have those qualities in us, for if they are not in us they cannot be gotten out of us.—*Theodore Roosevelt.*

Love is the fulfilling of the law.



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ENDURING VERITIES IN EDUCATION.

(DIGEST OF ADDRESS.)

The world is in a state of unrest educationally. Everywhere, abroad as well as at home, changes are being rapidly made in studies, in methods of teaching, and in discipline. The old order is passing and a new order is being ushered in. There are many who regret to see the changes which are being made, while others think we are not moving rapidly enough in the introduction of new subjects and new methods. Even in the countries of the old world, which are thought to be extremely conservative, there is a tremendous pressure being put upon the schools to modify their curriculum and their methods. We have been accustomed to think that the educational system of Germany was perfect and proof against innovations; but there is a large group of students of education in Germany who are advising fundamental changes in the whole German system. As we have recently seen, the Montessori system has aroused great interest in educational reform in Italy. There are indications that the Italian schools, which have successfully resisted changes for many generations, are on the eve of transformation. England is struggling to put new life into its schools so that it may cope successfully with Germany in commercial and other forms of competitive struggle.

We might expect that educational unrest would be greatest in our own country. Our system has never been static for any considerable period. Our plastic social and industrial life, in which there has been constant development, has been reflected in the program of the schools. But there is greater unrest today over the work of the schools than there has probably been at any time in the history of our country. Everywhere one goes he finds educational insurgents who are condemning the schools because they are not keeping pace with the demands of the times. The newspapers condemn our school work because it is remote from the every-day needs of pupils. We are said to be formal, scholastic, academic, but not effective. On the other hand, one may read criticisms of a directly opposite character, charging the schools with becoming commercial and materialistic in their tendencies. The educational conservatives feel we have abandoned the high ideals of the past and are adrift on unknown seas with grave danger of going on the rocks.

When one attempts to account for the vast differences of opinion which exist between people regarding the proper work of the schools, he finds that these differences are due mainly to different conceptions of the nature and needs of children at different stages in their development. In the old world, men have held to the view that what the child needed was discipline of mind and of character by formal studies and methods unrelated to actual life. We have inherited that conception, and it has played a prominent role in our educational work. We have also inherited another view of child nature which has been prominent in determining our studies and our methods of teaching and discipline. In the past it was generally held that the child and the adult were not essentially different in their nature or their needs, except that the former was not as strong physically or intellectually as the latter. The chief trait of the human mind is its tendency to ascribe to others the characteristics of the self. The adult looking upon the child interprets him in the light of his own intellectual and emotional nature. But since the days of Locke, at any rate, there have been students of human nature who have seen that the child is essentially different from the adult, and that his development is a process of metamorphosis rather than enlargement up to the size and form of the adult. For the most part, men have believed that the child's development was simply a process of continually increasing strength, but the newer view regards it as a process of transformation, so that the immature individual is actually different in structure and function from the adult in respect to

the organism as a whole and to each part thereof.

Modern science furnishes us with abundant evidence that the immature and the mature individual, whether plant or animal, differ from each other in their nature and their needs. The tadpole furnishes an apt illustration. In the beginning it is suited to live in the water; but in the process of development, its organism is completely transformed, until in the mature stage it becomes the frog, capable of living on the land. The evolution of the caterpillar into the butterfly furnishes another typical illustration of the difference between immaturity and maturity of any individual creature. And what is true of the development of the tadpole and the caterpillar is probably true in principle of the development of all living things. And it is particularly true of the child. When he comes among us he has something of the form and figure of the adult, but if we watch him develop, we can see changes occurring in the structure of the body and particularly in its functions, which are of the nature of metamorphosis resembling the changes which occur in the development of the tadpole and of the caterpillar. And this law of development must determine our educational regimen. Ever since men began seriously to study education, some of them have appreciated this fundamental basis for educational practice and have suggested educational methods which are as vital and appropriate today as they ever have been. Indeed, much of what we are striving for in these times is by way of recognition of principles suggested as long ago as Locke's time, and perhaps earlier, and repeated by many educators since his day.

For one thing, students of child nature have always appreciated that the child is essentially motor and dynamic in his nature and in his needs, while the adult is essentially reflective and appreciative. In all times this difference between the child and adult has been a source of confusion and conflict. The typical parent or teacher thinks the child ought to react as he does himself upon the world around by reflecting upon it, enjoying it, appreciating it. But the child apparently has memories of the ancient days when his remote ancestors lived in direct physical contact with their environments, when they had to be active with their muscles in order to survive. The child's memories may go back even earlier, to the time when the skin was the primary sense. As a matter of fact, it was the mother of all the senses, and in the child, this primacy is still illustrated. In the beginning, hearing is more touch than sound; vision is more touch than sight; taste and smell are largely touch. Only with development does each sense become clearly differentiated from its original touch or dermal character. The mind has been built up out of touch sensations. They are really the foundation of intelligence. The child apparently remembers this in his naive way, and strives to gain skin and muscle impressions of all objects with which he comes in contact. The adult is content to look at objects, or listen to the sounds they make, for he can interpret them and adjust himself to them; but not so with the child.

We have inherited a psychology and an educational theory which places primary value upon learning in education, learning words as the symbols of ideas. Of course, words do symbolize experience to the adult, and in his naive way, he has declared that words will symbolize experience to the child, so that if the child learns the verbal statements of the experiences of his ancestors, he can profit by this experience. But the kindergarten stands for a different psychology and educational theory. It has played a leading role in breaking down the conception of education as static learning. It would be well if the kindergarten could extend its conception of the needs of children to include contact with real objects in every-day life, and not only the special materials devised for the kindergarten as a means of ministering to the motor needs of childhood. The kindergarten recognizes the need of basing its work upon the constructive impulse, but the range of work in meeting this need might well be increased to include construction of objects of every-day interest. There is undoubtedly value in construction with the gifts, but this ought to be supplemented with the sort of constructive activities which occur in actual life, reproductions of the activities and objects in the environment of the child, not esthetically or technically perfect, but rather rough and crude,—mere approximations toward perfect objects. The use of conventional objects is to some extent unreal to the child; it takes him out of the actual world in which he lives, and while some of this is wholesome and valuable, still a sound educational regime will seek to direct the child in the world which he encounters when he leaves the school room.

The kindergarten has vitalized the whole of education through its recognition of the dramatic interest of the child. In no phase of his

life does he better exhibit his interest in the active, as contrasted with the static, relation to the world about him. It is probable that the kindergarten could well extend its range of activity in this regard to include the dramatization of the ordinary situations arising in the child's immediate environment. It is well that he should have experience in dramatizing certain typical ethical situations, but he should have experience in impersonating all the phases of his every-day life. Nature urges him to dramatize most of the people and objects about him, and the kindergarten, as well as the elementary school, could be of immense service in aiding him to gratify this consuming passion. It could be accomplished more completely in the school than elsewhere, since most of the situations in daily life require the co-operation of the group. This furnishes excellent opportunity, too, to initiate the child into his social attitudes and relations. Modern psychology is emphatic in stating that effective ethical training can never be secured through the mere learning of rules of conduct. Only as the child has opportunity to come into contact with his fellows in ways which will require him to be courteous, thoughtful, honest, truthful, and the rest, can he gain lessons which will be of service to him in the larger circle outside the school room.

It has been suggested that the school will fulfill its function best when it seeks to direct the child in adjustment to the situations of every-day life. The tendency of the school in all times has been to create an artificial environment which is so remote from real life that what is gained in the school cannot function effectively in the real world. Children learn maxims and principles in the school, and when they get out on the street or in the home, things are so different that they do not seem to apply.

It must be recognized that the child's interests are not primarily esthetic; they are certainly not conventional. Here, too, he differs fundamentally from the adult who is delighted with delicate, refined, and esthetic objects and experiences. But nature says to the child: Go ahead and have experiences with objects, and be indifferent to the esthetic effects upon yourself. The child does not natively like clean hands, or clean clothes. He is not primarily interested in delicate and beautiful objects which appeal to the adult. His passion is to make things work; not to make them beautiful. He wants objects that can be handled in rough ways, because nature has not made him sensitive to delicacy. In our training we should recognize this. We must be satisfied with more or less coarse and crude activities in the child. If we try to impress upon him too much the esthetic things which delight us, we may rather handicap him than help him. As he develops through the schools the esthetic ideal will ever become more prominent until when he becomes adult it should be the real interest of his life, unless he has become blasé regarding it through its having been impressed upon him too early.

Happily the kindergarten has passed the period when very young children are required to execute fine, co-ordinated tasks because these are believed to be more esthetic and refined than the coarser activities. It would be well if we could recognize that in the esthetic and ethical life, the child should not be required early to execute fine, delicate, co-ordinated adjustments. It is generally recognized now that if an individual can execute the finest finger co-ordinations by the time he becomes mature, this is adequate for his needs, and is probably best for his sound development. The same principle should apply to his esthetic and ethical training.

PLAY THE GAME.

Dr. Luther H. Gulick.

Play is the spontaneous enlistment of the entire personality in the pursuit of some coveted end. We do not have to pursue the goal we wish to—it is our main desire. It is the way in which we take the responsibilities and problems of life that makes it either a deadly bore—a mere dull round of routine and drudgery—or the most interesting and absorbing game capable of enlisting all the energy and enthusiasm we have put into it. The people who accomplish things in the world are the people who play the game. They let themselves go, they are not afraid. Under the stimulus of enthusiastic play the muscles contract more powerfully than under other conditions. Blood pressure is higher in play. It is far more interesting to play the game than to work at it. When you work you are being driven. When you play you are doing the driving yourself. We play not by jumping the traces of life's responsibilities, but by going so far beyond life's compulsions as to lose sight of the compulsory element.

When two quarrel, both are in the wrong.
When one will not—two cannot—quarrel.

PLAYGROUNDS AND HEALTH.

L. H. Weir
Field Secretary of the Playground and Recreation Association of America, New York.

Good health, physically speaking, is that condition of the human organism in which all organs of the body perform their proper functions with natural vigor and efficiency.

The fundamental conditions necessary for natural vigor and efficiency are good food, pure water, air, and sunshine, and exercise therein. It is of the last three that we shall speak especially in the discussion of this topic. First we shall consider some of the conditions in our modern life that seriously interfere with a proper amount of air, sunshine, and exercise, especially as they relate to the development and health of the children; then the result of these conditions; and finally, suggestions as to remedy.

The most fundamental material fact in social, educational, and civic problems of the day is our wonderful industrial expansion. This has brought profound and far-reaching changes in our social and governmental organization, but we shall consider only one of those changes here, viz., the urbanization of the people. One hundred and twenty years ago there were no cities in the United States with a population of 45,000. Today there are over fifty cities with more than 100,000 population, eight cities with a population of considerably over 500,000 and three of these cities have an aggregate population of nearly 9,000,000. Of the entire population of the state of New York, 78 per cent live in its towns and cities, over 55 per cent of the population of Ohio are town and city dwellers, while Iowa, a strictly agricultural state, lost 8,000 of its population within the last decade. It is reported that even in California about 60 per cent of the population live in towns and cities. Thus in but little over a century we have passed from an agricultural country, or rather from a country-dwelling people, to a city-dwelling people, and in many cases to cliff-dwelling people in the modern sense of tenement and apartment houses. There is no quarrel with this development. It is natural for people to dwell together and economically necessary for them to desire to do so, and the highest expression of the life of the people not only in this time but in the past and no doubt in the future is, was, and will be found in such communities as cities. The trouble, therefore, is not with cities per se but with the haste and the greed we have shown in the building of them, neglecting to provide ways and means for the maintenance and perpetuation of that physical strength and vigor that marked the people during the time of their existence in the open country. The crowding of the people toward and into the centers of population of course caused congestion. Population increased faster than the means of caring for the waste and offal and faster than human organisms change, bringing disease and death. The number of infantile deaths in the cities yearly is appalling. It is estimated that 1,000,000 school children in this country today will die of tuberculosis before they are of age and that we are educating children at a cost of the neat sum of $7,500,000, who will not live beyond their eighteenth year. It is true perhaps that the years during which the school has the children there is the least loss of life, but even here we find more attention being paid to physical well-being thru medical examinations, operations for nose and throat troubles, clinics for eyes and teeth, visiting nurses, special classes, and schools for backward, defective, and delinquent children—pointing to the fact that the condition has become serious enough to be made a special problem of the educational systems of our cities. The truth seems to be that a vast number of children are finding it pretty hard to survive our modern city civilization and they are finding it hard because crowded living-quarters shutting out light and air, the gradual deprivation of play spaces, their lack of a normal home life, the low economic condition of many of their parents, and, strange to say, the ignorance of many parents also (in spite of our admirable school system), and I must add, a system of education that begins with the top of the child instead of his feet, all have produced an environment diametrically opposed to the needs of his nature. Some of these conditions and others that might be mentioned are affecting nearly every city and town child. Under such conditions it is inevitable that we should find a gradual physical deterioration of the children and of the people in general. There are two methods of approach from which to attack this problem, viz., the cure method (cure of the individual case), and the prevention method. The scientific world has been busying itself most largely in the past and present years with the cure method—establishment of hospitals, clinics, in-

stitutions of various kinds for the treatment of individual cases, etc. The social world, while sending entirely too much of its energies into the same channels in times past, is more and more turning its attention to the prevention of disease and death. Both under present conditions are necessary. It is the duty of society to care for the products of its neglect; but it is a far greater duty to remove the causes of that product and there is a gradual drawing together of all forces in society, scientific, social, educational, religious, and civic, to this end. Out of the social world the playground idea has evolved (strange that it did not come from the educational world!), as best designed to make modern towns and cities habitable for the children. It strikes a knock-out blow to disease because it brings in the free air, the sunshine in which no germ can live, and full, free exercise in plays and games, and best of all it brings a great, full happiness—the real antitoxin for all ills.

The International Congress upon Tuberculosis declared:

"Playgrounds constitute one of the most effective methods for the prevention of tuberculosis and that playgrounds should be put to the fore in the world-wide propaganda for the diminution of its unnecessary destruction of human life."

The tubercular patient costs the state about $10.00 per week to maintain. The economic loss to the state is at least $15.00 per week. In Baltimore it was found that $1.00 pays for one child on a public playground for six weeks. In Holyoke, Mass., the examining physician of the public schools found that in those districts provided with playgrounds and swimming- and wading-pools there was a remarkable decrease of skin and eye diseases as a result of the summer's outdoor exercises in plays and games. A similar result was noted in Philadelphia. The loss of life from accidental drowning in Rochester, N. Y., in 1907, the year of the opening of playgrounds with wading- and swimming-pools, was 3. There had been in the years immediately previous from 15 to 20 annually. Playgrounds lessen the dangers of injury in the streets from street cars, automobiles, and vehicles of various kinds. In the city of New York last year 76 children of school age lost their lives in the streets and 256 were badly injured. Physical directors and school physicians are more and more beginning to prescribe the playground as the best possible medicine for the correction of physical defects of various kinds in children, and the therapeutic value of play in the treatment of children in institutions for the feeble-minded, epileptic, insane, defective, and delinquent is now more generally recognized both in theory and practice. The superintendent of the Indian Village for Epileptics, New Castle, Ind., writes: "It is hard to overestimate the value of play as a therapeutic agent." It is carried on in this institution both indoors and out of doors. The recognition of the importance of play by the officials of these institutions is in line with the most advanced thought of modern medicine and surgery, which consists largely in giving nature the opportunity to exercise its marvelous renovating and healing agencies. Those educators who have made large use of the playground in their schools are a unit in stating that supervised play makes for bodily vigor, mental acuteness, and improves the discipline of the school. The playground movement comes as a great ally to strengthen one of the very greatest weaknesses of our public-school system, viz., the lack of proper physical training—physical training in the broader sense of calisthenics, gymnastics, athletics, and especially of organized plays and games. The fact that the proper development of the child is largely a question of motor activity, and that play is the natural and normal means of the expression of this law of his development, should have called our attention to the value of play as a medicine as well as a proper educational force for us to utilize long before this. The unfortunate fact is that school boards and even educators in many cases still fail to recognize that the system of curricula studies, if adhered to alone, is wrong in principle and faulty in results, because it gives the child little that will strengthen him against disease and ofttimes makes him an easy victim to the omnipresent germ. A definition of the characteristics of play at its best will make plain the value of playgrounds in relation to health: In the first place, the best form of play promotes vigorous health because it is out of doors; it is vigorous, natural, spontaneous in spirit, and makes use of the fundamental muscles more largely than the accessory. Secondly, it promotes nervous stability because in the open; because it develops and strengthens the vital organs and fundamental muscles; it rests the higher and more delicate nervous co-ordinations, as of the hands and fingers, by using the older and simpler ones of the trunk and legs; it rests visual areas by allowing the eye axes to become par-

allel, rests the auditory areas by being reasonably quiet (this applies especially to delicate children); throws off the worry and strain of too much mental effort in the classroom; it relieves the higher centers by action that is mostly instinctive and attention that is involuntary; it tones up the whole system by a pervading sense of the joy of living. Thirdly, the activities of the playground develop physical strength. They have the advantage, as a method of physical training, of using old coordinations and fundamental muscles; tend to develop the muscles in much the same sequence as they developed in racial history. But to be effective it must be reasonably frequent and vigorous, using a variety of games making use of different muscles. Fourthly, the games and plays of the playground develop vital and functional strength, because nearly all play involving the fundamental muscles of the trunk and legs causes a quickening of respiration, of the action of the heart, of perspiration, and the strengthening of the stomach. This function of play is far more important than the giving of mere physical strength.

Therefore, among the varied movements for child conservation and child welfare which the wants and necessities of modern city and town life have brought into being within recent years, it seems that the playground is one most fundamental, most necessary, supplying as it does unlimited air and sunshine, and free, wholesome, spontaneous, vigorous exercise therein.

SUGGESTIONS FOR STRENGTHENING PHYSICAL TRAINING WORK IN PUBLIC SCHOOLS

1. There should be a minimum standard of square feet of play space for every school building. The maximum should be without limit. The minimum perhaps should not be less than 30 square feet for each child, altho in one state, Washington, this minimum was sought to be set at one hundred square feet.

2. The scope of physical training in public schools should be enlarged so as to include not only calisthenics and gymnastics, but plays and games in the open, and these should be the major part of the system, since it is quite conclusively proven that most of the evils of the system of classroom work are to be found in a system of calisthenics and gymnastics as conducted in a majority of the schools today.

3. The time devoted to physical training should be extended. The ten or fifteen minutes per day devoted to this phase of the training and the development of the children is a farce so far as its adequacy is concerned and when its importance is considered. The recess periods could well be lengthened and given over to supervised play and games, or to farm gardens. In certain circumstances in large cities it would be very profitable to the community and make for the well-being of the children to lengthen the time of the school day and employ the extra hours on the playgrounds, in the farm gardens, or some other form of outdoor physical exercise.

4. Every grade building as well as every high-school building should be equipped with shower baths and swimming-pools, especially in the larger cities and towns. We ought to be past the time when we should expect a single Y. M. C. A. or Y. W. C. A. to meet this need.

5. Inasmuch as a great part of the actual supervision of the children upon the playground will fall upon the teachers themselves, preparation for this leadership should be made a part of the qualification of a teacher. Among the many reasons for this the good it will do the teacher herself is not the least.

6. A primary course of book and practical instruction in sanitation and hygiene should, I believe, be introduced into the upper grades of the common schools at least (perhaps even before), and continued in the high school.

7. Get absolutely rid of that system of athletics which has to do with developing specialists or a winning team. A system of physical training that does not include every child and which does not give special attention to those who need it most, even under a certain degree of compulsion, is not worth the time and energy and money expended upon it.

8. A thoro system of medical inspection is essential to the organization of an efficient physical-training department.

9. The homes cannot be neglected. The cooperation of parents is essential; therefore some plan of parents' meetings, home visitation, and instruction of parents thru visiting nurses or by the teachers themselves would aid greatly. In some cases resort to compulsion is necessary with parents, hence co-operation with the juvenile court or other legal agency is necessary.

There are several other ways in which the schools can aid in the proper physical development and training of the children, such as feeding them under certain circumstances; permitting them to get their lessons in the classroom in the evening, as is done in some parts of New York City and other places; construct-

ing buildings in such a manner that proper light, proper ventilation, proper seating, and proper heating be provided, with absolute cleanliness of rooms and halls and lavatories; open-air schools; sanitary drinking fountains; disinfecting of textbooks, and so forth. Fundamentally, however, the things that are needed most are air and sunshine and a great amount of physical exercise in the open, and this can best be provided thru ample playgrounds, athletic fields, and farm gardens. All these activities of the schools, coupled with the wide social movements for better housing conditions, with pure-milk campaigns, better sewerage-disposal plants, better water systems, continuous warfare against tuberculosis and other special diseases, better sanitary conditions in factories and stores, food inspections, and the movement for better city governments ought in the course of future decades to make for a stronger, more vigorous, more intelligent, and happier people.

To be calm when others about you are troubled; to dream dreams and yet not to be mastered by them; to think and yet not make thoughts an end; to meet triumph without pride and disaster without being embittered; to walk with the many and keep virtuous; to hold converse with the mighty and yet not lose the common touch; to be influenced neither by the criticism of foes nor the flattery of friends; to endeavor to be of service and helpfulness to others; to keep in mind the transitions of life's experiences; to love humanity and to trust in God—these are guide-posts on the highway to happiness.—*A. T. Fowler.*

THE WHY OF THE RAINBOW.

(From "Nature and Science" in May St. Nicholas.)

The rainbow is produced by the reflection of sunbeams by falling raindrops. We must look toward the raindrops in order to see the reflected rainbow, and not toward the sun, which must be behind us. In the afternoon, when summer thunder-storms occur, the sun is west of us; therefore, we turn our backs to the sun, and see a rainbow east of us. We can see a rainbow in the west when thunder-storms occur in the morning—that is, in the west while the sun is in the east.

True worth is in being, not seeming,
In doing each day that goes by
Some little good, not in dreaming
Of great things to do by-and-by."

The tongue of the righteous is as choice silver.



Dr. Irving King
University of Iowa, Iowa City, Iowa.

The Place of Certain Kindergarten Principles in Modern Educational Theory.

In appearing before the International Kindergarten Union, I do not imagine I can tell you anything new about Kindergarten principles but it is possible, standing as I do without the pale, that I may be able to point out to you some interesting connections between certain of your axioms and the educational currents of the larger world.

You are the exponents of what has long seemed to me to be in many ways the most vital conception of education which has ever been developed. More than that you are carrying out this theory into practice more systematically and thoroughly than has ever been done by the adherents of any other philosophy. We who stand in the ranks of the general educational thinkers have need to come to you to learn rather than to presume to offer you instruction. I am not unmindful of the fact that Kindergarten principles and practices may, in some respects, and with justice, be criticized or that they are subject, in the light of present-day knowledge, to certain limitations, but these are relatively external to central core of truth enunciated by Froebel. It was the clearness and firmness with which Froebel grasped the essential conditions of real education that made him one of the great educators of all time. He was great also because he realized that his thought was strictly germinal, not a fixed and changeless affair and, as time went on and as knowledge increased, his theories must develop and that their particular mode of expression in practice would be subject to modification and adjustment.

It is not, however, my desire or purpose to discuss possible readjustments desirable in the light of 20th century thought and investigation but rather to indicate some of the ways in which the educational ideas expressed in the Kindergarten are to-day confirmed and strengthened by recent advances in educational theory. In doing this I do hope, if I may be so presuming, to strengthen your faith in and enthusiasm for certain

principles which you already believe. It is always interesting for the advocates of any doctrine to see themselves in relation to the great world of thought that lies outside their particular sphere of action. This is especially true if the broader view reveals this doctrine as vital and fundamental in its more remote as well as in its more immediate relations.

All of the educational philosophies of the first half of the 19th century have had to be radically reconstructed in the light of the growing knowledge of the last 25 years. It should be a satisfaction to the Kindergartner to know that Froebel's philosophy has suffered less in this direction than have any of the others. In many respects it seems that Froebel's educational conceptions have themselves been the dominant reconstructing factors, the centers about which the new educational philosophy has been and is being worked out. They seem, in a word, to have furnished in many cases the clue to some of the most important of the recent developments in educational doctrine. I am not prepared, however, to say just how far recent changes in point of view are to be traced directly to the influence of Froebel. I do know that some of the most virile thinkers of the present day owe much directly both in the way of point of view and of stimulus to Froebel. In many directions, on the other hand, the influence has been quite indirect, Froebel's influence being simply that exercised by any vital thinker and doer in the great plexus of modern thought. This latter type of influence should not, however, be other than most interesting to the disciple of Froebel. It serves to demonstrate most conclusively that many of the principles which he enunciated were genuine and vital, entirely in harmony with the great currents and developments of modern thought.

That Froebel conceived of his teachings as having a general application to all educational work, you well know. **The Education of Man** was a general treatise upon education. He soon realized, however, that if he was to be successful in its application he must begin with the child at an earlier period than that which was recognized as necessary by the traditional educators. True education must begin with the beginning of life itself, it must even go back to the mother. If he had had the time and the opportunity he would doubtless have attempted to show how these same principles apply throughout the entire educational process.

The point I wish to make to-day is that many of the recent developments of educational theory have been precisely along the lines which Froebel laid down but which he had opportunity within his life time to work out only within a limited sphere.

I shall select only a few of the movements in modern educational theory, some of them not even generally accepted. I shall, moreover, not pretend to say what their future may be. The point is simply to call attention to them as present points of interest in the educational world.

If there is any one thing which in the popular mind is associated with the Kindergarten, it is the belief in self-activity as the fundamental principle of all growth, an unswerving faith in the child's native impulses as of divine origin and hence as supremely important in any adequate scheme of education.

This is much the point of view of the present day dynamic psychology. The person is conceived by it as first of all a center of energy, of impulses, reaching out for expression, and the various mental processes such as sensation, perception, attention, memory, imagination and even reasoning and emotion are but phases of this self-expressive activity. The older psychology and the structural psychology of the present day are not interested so much in the psychial contents which is able to discover when it makes a cross-section of the mind. Thus it asks, what are the qualities of a sensation, does it have intensity, clearness, . . . etc. What is the difference between a conscious state in which attention is manifest and one in which it is not? What is a memory image, how does it differ from an image of the imagination. What is feeling as an entity? Will opposite feelings fuse with each other? It is natural that both the older static psychology and the modern structural psychology should conceive of learning mainly in terms of impression or absorbtion. For instance, how can the impressions be so ordered to produce in the child or other learner a memory image which is clear and enduring?

These queries are both legitimate and interesting but they seem to ignore the fact that the learner is an active agent and that his desires and purposes have something to do with his learning. It is quite as legitimate and much more significant for the educator to view sensation, perception, memory, imagination, etc., as processes of activity, as phases in the expression of impulse or the working out of purposes. This is what dynamic psychology attempts to do. It starts with the fact that the child is an active creature, from the very first, reaching out into the world, trying to do something. This impulsiveness, this eagerness, it holds, is of the first importance in the infant's mental growth. As Cooley says from the standpoint of social psychology: "All views of life are fallacious which do not recognize the fact that the primary need is the need to do. Every healthy organism involves energy and this must have an outlet. In the human mind, during its expanding period, the excess of life takes the form of a reaching out beyond all present and familiar things after an unknown good."

(To be continued.)

TRAINING OF SUB-NORMAL CHILDREN.

Geo. W. Twitmyer, Washington, D. C.

We have no generally accepted standard of normality and subnormality by which we may readily recognize what constitutes the normal or the subnormal child, and we have no accepted, standardized universal tests of mental efficiency by which any and every child may be classed definitely or surely as normal or subnormal. It is true that Binet in France and Lay and Meumann in Germany have done something toward establishing certain norms, but the results of their experiments are not yet available or generally usable in everyday school work. The terms normal and subnormal, except in the highly gifted or in the markedly defective and feeble-minded, are still largely relative terms. There is not much difficulty in classifying children who are fortunate or unfortunate enough to find themselves at one or the other extreme

of the arc, not much difficulty in determining what to do with them, but what of the great number between these two extremes?

If we keep clearly in mind what the public school should do for *all* children, then we shall be able to derive some basic principle that will serve us in determining our procedure. It is the function of the public school to put the child in possession of himself—of his powers—so that he may know the means and seize the opportunity for the care of his body, for the development of his mind, and the enlargement of his moral nature.

The paramount problem of the school today is that of prevention and cure. It is the problem of recognizing physical, mental, moral, or social defect in its early stages, of alleviating it, of curing it if possible; or if it is not curable, the problem is that of segregation. The imperative duty of the public school today is to diagnose, that is, to recognize and identify bodily defects, deformities, and illness and deviations from normal development which may produce mental moral, or social disturbances. Physical defects, mental delinquencies are nearly always correlative. The teacher must learn to recognize physical defects, the physical stigmata which are indicative of certain mental conditions and attitudes, fixed tastes, and abnormal habits; he must be able to recognize the handicaps of the dull, the stupid, the unresponsive, and the hopeless. These are at once the teacher's despair and opportunity—despair because of the magnitude of the problem, what to do with the unfortunates; and at the same time a marvelous opportunity of removing in some degree the causes that are shutting out light and life and surely dragging them down hopelessly into a sort of human rubbish pile from which there is no escape.

Now what can the teacher do? Having diagnosed, through intelligent, sympathetic study and careful tests all of the physical defects in the class, she must have a personal interview with the parents and, if possible, persuade them to procure medical, surgical, mechanical, or other aid for the several defects of the children. Diagnosis must be followed by remedial measures. All of this work will require large intelligence, courage, time, energy, a personal sacrifice of comfort, and a most sacred devotion to ths welfare of the children. Not all parents will think kindly of the teacher's suggestions; they will sometimes regard them as an intrusion into affairs that concern the home only, but the more intelligent of the parents will generally be quite ready to do what they can to help their children into better mental life through the bettering of physical conditions. This the school children must do as the first step, and all schools so disposed can by intelligent, persistent, and determined effort bring about wonderful results in the improved mental life in the schools.

Teaching Morals

J. Howard Moore

The assertion that it is impossible to teach morals is an assertion that has been made by somebody in the past, and has been passed around ever since without ever having been challenged or investigated, like a great many of our other so-called truths. Kindness, justice, honesty, humanity, and moral courage can be taught to young minds just as easily and effectively as Latin or arithmetic. All that is necessary is to begin early enough and keep at it. It is not possible to teach morality to all with complete success. Neither can all learn geometry. Yet we continue to go through the motion of teaching geometry for something like two hundred hours every year, even though our teaching often lands in stony places. We cannot hope to make every human being healthy and athletic. But this should not weaken our enthusiasm for physical culture.

As a general rule, anything can be taught to the young mind. A child is a tin-pail sitting out under the drip. It catches everything that comes along. All one needs to do to realize the truth of this is merely to look around a little. The most foolish ideas and the most useless and idiotic ways of acting are, in every generation, taught to men by the million, and with the most brilliant and appalling success. And with the same science and persistence we can teach those truths and ways of acting which are the very vitals of order and civilization.

N. E. A. AT CHICAGO

We are indebted to Secretary Irwin Shepard for the advance proof of the program for the N. E. A. meeting at Chicago. Following is the program for the Kindergarten section:

DEPARTMEMT OF KINDERGARTEN EDUCATION

Pres......Stella L. Wood, Supt. of Kindergarten Asso. Normal School.....Minneapolis, Minn.

V.-Pres....Cora English, Supt. of Pub. School Kgn., Kansas C., Mo.

Sec......A. Jessie Davis, Kindergarten Dir.. City Schools, Superior, Wis.

TUESDAY FORENOON, JULY 9, 9:30 O'CLOCK

Joint Session with Department of Elementary Education.

The Montessori Method—Florence Ward, State Teachers College, Cedar Falls, Iowa.

A Comparison of Froebel and Montessori (Speaker to be supplied.)

Presentation of Montessori Material—Carl Byoir, President of House of Childhood, New York, N. Y.

Discussion.

THURSDAY FORENOON, JULY 11, 9:30 O'LCOCK

Address—Philander P. Claxton, United States Commissioner of Education, Washington, D. C.

The Efficiency of the Kindergarten:

a. From the Standpoint of the Superintendent—(Speaker to be supplied.)

b. From the Standpoint of the Supervisor—(Speaker to to be supplied.)

The Basic Philosophy of Froebel--George F. James, Dean of Education, University of Minnesota, Minneapolis, Minn.

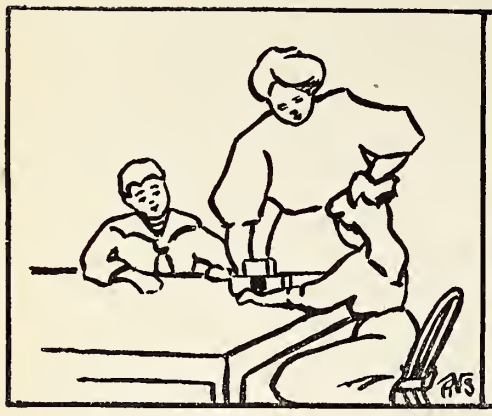
The Kindergarten and its Relation to Retardation—Mrs. Mary D. Bradford, Superintendent of Schools, Kenosha, Wis.

General Discussion.

Reduced rates will be granted by many of the railroad companies and a complete list will be published in our next issue.

Among the after convention excursions will be a lake trip to Michigan City, Ludington, Manistee, Onekama, Petoskey, Bay View, Harbor Springs, Mackinac Island, Collingwood, Georgian Bay, etc.

The headquarters will be at the Auditorium hotel and the Congress hotel.



—PRACTICE DEPARTMENT

KINDERGARTEN DAILY PROGRAM

NORAH KEOGH

MAY.

FIRST WEEK.

Monday—May-Day exercises. Give children material for making basket—different colored card-board to be bound with raffia—right on circle. All work busily until baskets are made. Then, start out for a walk to near-by woods or field. Baskets filled with flowers. Circle again formed out of doors. All blindfold eyes while one child gives basket to someone on the circle. So on until all baskets are given away. Good-bye songs are sung and all go home.

Tuesday—Circle—Yesterday's good time is talked over. Other things we love outdoors besides the flowers. The trees that give us shade. Learn "The Tree Loves Me," from Gaynor, 1st.
Rhythm—Growing flowers, blowing trees. Jumping rope separately and together, etc.
Table 1st—Drawing panel pictures of green trees.
Table 2nd—Forms with square tablets and sticks.
Games—As yesterday. Out of door games.

Wednesday — Circle — Naming of trees we know and describing them.
Rhythm—Showing different trees by means of our arms. The swing rhythm.
Table 1st—Making swing with second gift, card, and a block of 4th gift.
Table 2nd—Forms of life with circular tablets and sticks.
Games—Dramatize story of growing tree told at Xmas time.

Thursday—Circle—Our love of out of door things. How we can help to keep things looking beautiful. Never throw paper around. Pick up what we see, etc.
Rhythm—Swing and jumping rope rhythm.
Table 1st—Free cutting of three well-known trees that have previously been drawn on board.
Table 2nd—Forms designed from circular and square tablets.
Games—Dramatization of stories chosen.

ARBOR DAY.

Friday—Children are taken out of doors to watch the Arbor Day exercises of older children. The yard is cleaned and picked up later. Dismissed.

SECOND WEEK.

Monday—Circle—The life of the frog.
Rhythm—"Mr. Frog" from Neidlinger.
Table 1st—Make green wash of water-colors.
Table 2nd—With clay, make placque of frog.
Games—Five little frogs sitting on a stump learned and dramatized.

Tuesday—Circle—Talk of frog again.
Rhythm—As yesterday.
Table 1st—Paper folding of boat.
Table 2nd—Sand table. Use water for frog pond, leaves for lily pads.
Games—As yesterday.

Wednesday—Circle—Tell story of Tad Pole from Cat Tails and Other Tales.
Rhythm—Same. Teach rowing rhythm.
Table 1st—Cutting frogs to mount on green wash of yesterday.
Table 2nd—Making border designs with equilateral triangles.
Games—Frog games and sense games of hearing.

Thursday—Circle—Re-telling of story. Learn "The Froggie's Swimming School" from Gaynor, 1st.
Rhythm—As before and wheel-barrow

rhythm.
Table 1st—Make cat-tail panel picture with brown and green crayons.
Table 2nd—Making from parquetry a beauty form with tents and shades of green.
Games—The cat and the rat. Competition game with blocks.

Friday—Circle—Review.
Rhythm—Review.
Table 1st—Free representation of week's story with lead pencil.
Table 2nd—Free choice.

THIRD WEEK.

Monday — Circle — House cleaning. What mother has been doing; taking down curtains, etc.
Rhythm—Dramatization of "Mr. Frog" to music. Begin drill on marching for Memorial Day exercises. Movements as carpet beating, sweeping, etc.
Table 1st—Use cheese-cloth squares and draw pattern on edge.
Table 2nd—Make picture of woven mat with paper and colored pencils.
Games—Cat and rat; competition game with blocks.

Tuesday—Circle—More about mother's work; cleaning the carpets, hanging things out to make them sweet with fresh air.
Rhythm—As yesterday.
Table 1st—Work on curtains.
Table 2nd—Work on carpets.
Games—Drop the handkerchief and Jolly is the Miller.

Wednesday—Circle—Free discussion of mother's work at home and children's help. How the clock helps. Begin teaching patriotic song from Gaynor I.
Rhythm—Especial drill the rest of the week on figures in marching.
Table 1st—Sew picture of clock.
Table 2nd—Fold boat.
Games—The clock game. Telephone game.

Thursday—Circle—Story day. Japanese story of umbrellas for one.
Rhythm—Soldier work.
Table 1st—Sew on clock again.
Table 2nd—Mount wall-paper decorations.
Games—Imitative games to music. The mulberry bush.

Friday—Circle—Many stories re-told and discussed.
Rhythm—Review.
Table 1st—Unfinished work.
Table 2nd—Free choice.
Games—Free choice.

The last two periods might well be used as time for trial program for Memorial Day exercises.

FOURTH WEEK.

Monday—Circle—The first two days of this week given to outdoor life, talks, and excursions. Take walk in near-by field if weather permits. Use rhythm and first table period this way.
Table 2nd—Free drawing of Little Miss Muffet.
Games—Little Miss Muffet. Little Jack Horner.

Tuesday—Circle—Free telling of what we saw yesterday of out-door life and people; what we missed seeing and hope to see today.
Table 2nd—Free hand cutting of Miss Muffet.
Games—Bean bag game, keeping score for competition.

Wednesday—Circle—Talk about soldiers. Let children tell of soldiers they know.
Rhythm—Marching.
Table 1st—Free cutting of soldier's suit and cap from blue paper. Use yellow crayon for buttons.
Table 2nd—Clay modeling of flag on placque.
Games—Competition game with flags.

Thursday—Circle—What we owe to the brave soldiers. Story of brave deed.
Rhythm—Marching drill.
Table 2nd—Coloring with water-colors the flag modeled of clay.
Games—Chosen.

Friday—Memorial Day exercises.

TO ASSIST IN KEEPING THE PLACE.

Pupils who have never used books at school usually experience considerable difficulty in keeping the place, and the teacher frequently finds it necessary to assist tnem. I have found the ten-inch colored splints useful for this purpose. The pupils soon learn to place them in the books properly, and if they project so as to be easily seen. If pupils are inclined to be careless I place a gummed dot on the slats belonging to these pupils who have required no help during the day. In a short time the lesson will have been learned by all and there wil be little further trouble.

STORIES, GAMES, PLAYS, DIALOGUES, ETC.

THE WHITE FLOWER.

MARY MAY HESTON.

Once upon a time a boy, whose name was Wolfert, walked in the country by his father's side. The trees and grass were a brilliant green in the sunshine, and the birds sang merrily.

Wolfert suddenly grabbed his father by the arm:

"Father," he said, "do you see that red bird up in yonder tree? I wish I had it for my very own; can't you get it for me?"

"Perhaps I can," said the father. "I will try."

He worked long and patiently until he did, at last, catch the bird. A happy father he was when he brought the bird unharmed and put it tenderly in the boy's hands.

"I will carry it home like this," said Wolfert, "and then we will get a pretty cage for it." But he did not say one word to his father for getting it for him.

Just then the bird gave a little spring, freed itself from Wolfert's hands and flew away to the tree tops and they could see it no more.

On and on Wolfert and his father walked, enjoying the fresh air and the sunshine.

"I am hungry, father," said Wolfert, "when shall we have something to eat?"

Just then they met a man carrying a basket of apples.

"Good-day, sir," said Wolfert's father, to the apple-man. "How much will you take for one of those fine red apples?"

"Only five cents, sir," replied the man.

"Here is the money," said the father; "a nice rosy red one for the boy, please."

The man handed the apple to Wolfert, who took it, but he did not say one word to his father for getting it for him. He looked it all over, and then put it to his mouth. Just as he was about to take a bite, the apple seemed to jump from his hand and rolled swiftly down the hillside and was gone.

Father and son walked on in silence, wondering why this strange thing had happened.

"Do you see those white lilies, growing there on the hillside, father? I want them, but the hill is too hard for me to climb."

"I will try my best to get you one," said the father.

He climbed with difficulty the hillside. The underbrush was thick so that it was hard work. The bushes scratched his face and hands. At last he stretched out his arm and could reach just one of the beautiful lilies. He picked it and brought it to Wolfert, who didn't say a word to his father for getting it for him. He took it in his hand, and said:

"You only picked one, father; why didn't you get the other one, too?"

The lily in Wolfert's hand shriveled and shriveled until it was limp and withered.

"Look, father! See what has happened to this flower. I must have the other one. You can get it for me, I am sure. You are so strong."

So the father worked hard again to climb the hill and obtain the second blossom. The lily was now within his reach. He picked this and brought it back down the hill to Wolfert, who took it in his hands and looked steadily at it to see if this one, too, was going to wither. While he looked a little fairy seemed to dance from out the lily bell and sing in dainty fairy tones, a song that only Wolfert heard. Then the fairy vanished. Whatever it was it made Wolfert's face much sweeter as he said:

"Oh! Father! I thank you—that was so good of you to get this blossom for me. I thank you."

This lily did not fade. Wolfert still held it in his hand.

"Let us go home now, father, and take this flower to mother. She will like it, too. It is so beautiful."

A FAIRY STORY.

One warm summer evening, when the silver moon was shining bright, and all the little star candles were lighted in the sky, and the dew-drops on the grass sparkled like diamonds, the fairies went out to dance upon the green, when all at once they said (they always spoke together): "Oh, such a beautiful night for a party! Let us have one." So they all began to skip and dance around, working and singing. They spread lacy, cobwebby tablecloths 'neath the big oak tree; they gathered the little brown acorn cups and saucers and filled them with honey from the flowers nodding near by.

They feasted and laughed and sung. Then up jumped all the fairies, joined hands and danced

and played until the morning light began to break, when they ran lightly to their home in the wood and rested until evening should come again.

And how do I know all this? No, I did not see them, because people never see fairies; nor did I hear them, for they are so quiet that even the sharpest ears cannot hear them. But I will tell you: the morning after their party I went out on the porch very early, and then I saw, under the oak tree, their table-cloth still spread upon the grass, and the cups and saucers, in some of which the dew still sparkled. But listen! I will tell you something else: I saw the fairy ring where they had danced. And so, of course, when I saw all these things, I knew the fairies had given a party. Wouldn't you?

Gardening Rhymes

Emilie Poulsson, in speaking on the subject of open air sessions for the kindergarten at the N. E. A. meeting, said:

I thought I would just like to give you a little verse or two, or to have you make a little verse, which the children who are interested in the garden might like to sing. Now, what is the first thing that a child would do to make his garden? (Ans.) He would dig it. Now, this little boy did that—he dug his little garden, and of course he enjoyed digging it. And then what did he do next? (Ans.) He sowed the seeds. Now we call it planting if we make a hole in the ground and put the roots in or a bulb, but we sow the seeds. So he dug his little garden first, and then he sowed the seeds. Then what did he do after he did that, and those seeds were down in the dry ground? (Ans.) He gave it water. Yes, he dug his little garden and he sowed the seeds, and he gave it water—but something else grew up besides the flowers. (Ans.) Weeds. And he pulled the weeds out. Now, then,

He dug his garden,
He sowed the seeds,
He gave it water,
And pulled the weeds.

Then what happened when this plant grew up—it was a nasturtium? (Ans.) It has a blossom. Yes, and when flowers blossom, where do they go? He didn't have that garden just for the fun of it, just for the fun of digging it, and just for the fun of sowing the seeds and seeing them grow. He had something that he himself could give away, and to whom did he give the first flower? (Ans.) To his mother. So, then

When it bloomed
With flowers gay,
He gave his mother
The first bouquet.

BIRD DAY AND ARBOR DAY

Grace Dow

The following is given in the hope that it will furnish convenient data for stories to be told by kindergartners to the children.

John James Audubon.

The father of John James Audubon, at the age of twelve years left his home in France, and became a sailor boy on a vessel bound for this country. He was promoted by degrees until he became an officer of distinction in the French navy. He owned large estates on one of the islands of the West Indies, and also in the southern and eastern parts of the U. S.

John James, the great bird naturalist, was born on his father's plantation near New Orleans in 1780.

His father wished him to enter the navy, and with that idea in view sent him to France when quite young, that he might receive the education which would best fit him for that work. He cared little for books except those describing the habits of animals, but more especially birds.

At the age of fifteen he returned to this country, and lived on a large estate in Pennsylvania. Here his room was filled with branches of trees upon which were perched stuffed birds and animals; also bird's nests and a variety of eggs and bird pictures decorated the walls.

"They stand so still," he said, "I want to see them happy, I want to see them hopping and flying from bough to bough, and most of all, I want to hear them sing."

He decided to write a book about birds, and that he might know more about them, he lived most of the time in the woods, sometimes traveling in a boat, sometimes on horseback, but more often on foot.

After many years of hard work he had nearly a thousand paintings of birds, but these were destroyed one night by rats. However, he was not discouraged, and after spending four and a half years more at hard work he had his books printed in seven volumes entitled, "The Birds of America."

His last home was in Audubon Park, on the banks of the Hudson river. He said, "I rejoice, that I can pass my old age among the birds."

His monument in Trinity Cemetery, New York City, is in the form of a cross. On one side has been sculptured many birds, and below these the inscription—

"O, all ye fowls and birds of the air. Bless ye the Lord! Praise Him and magnify Him forever."

We are indebted to Hon. J. Sterling Morton, of Nebraska, for the institution of Arbor Day.

It was first established in 1878. Nebraska is known as "The Tree-Planters' State." The plan became popular and spread until now Arbor Day is observed in nearly every state.

He who plants a tree, plants a hope.

Lucy Larcom.

What makes life dreary is the want of motive.—George Eliot.

One touch of nature makes the whole world kin.—Shakspere.

HON. CHARLES H. DOERFLINGER
(1843-1910)

BERTHA JOHNSTON

On November 9, 1910, a life of heroic service in the cause of education came to its earthly close, and as nothing has appeared in the Kindergarten press in commemoration of the decease of this great man, we feel sure that all kindergartners will be grateful for a little space given to recounting briefly the main incidents in the life of Hon. Charles H. Doerflinger, of Milwaukee. When courage flags, and the outlook seems dark, the knowledge of the hopes, aspirations and ofttimes discouraged efforts of others in a noble cause, fortifies and strengthens us anew for the conflict.

Charles H. Doerflinger was born at Ettenheim, Baden, Germany, of German and French ancestry, a fusion to which is traceable his lofty idealism and devotion to freedom and progress. His father, a man of university training, suffered imprisonment during the revolution of 1848 but had a truly romantic escape, aided by his faithful wife. He soon after brought to America this enthusiasm for liberty, and later father and son enlisted in the Civil War in defense of the country which had given them the freedom they craved. The subject of our sketch lost a leg in the battle of Chancellorsville. When his captain, wounded, was carried off the field, young Doerflinger took command of the company, inspiring his men in a rain of bullets until his left ankle was shattered. His colonel, in a despatch to the Milwaukee Herald, said: "The palm of the day belongs to young Doerflinger." His leg was poorly amputated above the knee. Five other operations followed. He suffered more or less pain for forty-five years and in 1908 endured another operation. Such was the price paid by one hero for "saving the Union of these States." Is it not incumbent upon us to train all children to be worthy of such sacrifices?

But our readers will be most interested in Mr. Doerflinger's record in the cause of education. He was fortunate in coming under the influence of a great character and a great educator, Prof. Peter Englemann, founder of the German-English Academy, Milwaukee. Mr. Doerflinger, upon his return from the war, taught in this school, and was a private teacher as well, before and after this period. Returning from a trip to Europe, he engaged in the bookselling and publishing business. From 1874 to 1881 he was one of the publishers of the Erziehungs Blaetter and of the New Education, with which was subsequently merged the antecedent of the Kindergarten Primary Magazine, the Kindergarten Messenger of Miss Elizabeth Peabody. He was thus one of the pioneers of kindergarten journalism in the United States. He published also a German juvenile monthly, Onkle Karl, containing, besides stories, pictures, verses, etc., many pages devoted to kindergarten occupations. A bound volume of the year 1880 is treasured by the writer of this article, being the gift of the editor during a Kindergarten Convention held in Milwaukee.

Besides these journals, Mr. Doerflinger was continually publishing books, pamphlets and tracts devoted to progressive educational ideas. One of his latest efforts was the organizing, with other public-spirited citizens, of the National New Education Association. As an experienced teacher, who had had the benefit of an exceptionally well organized school, and who had himself taught many, many children, he possessed a practical knowledge of the defects of the public school system and, unlike many critics, he had ready a solution of the educational problem, based upon actual experience in his own school life. He proposed a model school, its curriculum carefully planned, supported by private endowment (to keep it free from political influence), which should demonstrate in a twelve-year course, by consistent application of rational principles and methods, that children can be given approximately at the age of sixteen what the present high school gives at the age of eighteen and **with a higher degree of efficiency and power fitting them for good citizenship, and capable, noble lives.**

In 1870 he was one of the twelve founders of the First Kindergarten Society of Milwaukee, through whose influence four model private kindergartens were established as the foundation for primary and elementary school work. Largely through his unceasing efforts the kindergarten became a part of the Milwaukee school system in 1880, that city being thus the first to incorporate the kindergarten in all of its district schools. As a Regent of State Normal Schools and in spite of many intrigues, he succeeded in introducing kindergartens and kindergarten training into all normal schools of his state.

In 1874 he edited the course of physical exercises which was introduced into the city's schools. While in 1870, as a member of the honorary Milwaukee Turnverein, he was invited to take part in the athletic festival held at Baden Baden. Doffing his artificial leg, he took part in all contests, even jumping (running only excepted), and he carried off the eleventh prize, an oak wreath.

In 1897-99 he was one of the most active members of the Milwaukee Manual Training Association, and prepared nearly all of the papers printed by this society through whose untiring work manual training finally became an integral part of the schools.

Thus this heroic soul was ever in harness, waging a constant battle for the welfare of the children of his city, state and country. A work whose influence will continue unceasingly through the many lives thus benefited—through the torch of his enthusiasm which he has handed on to others.

But in other ways he also worked for his city's good. In 1872, as secretary of the Wisconsin Natural History Society he urged the establishment of a public museum. It materialized in 1883 and he became its first custodian. He later enriched it by some 1,000 relics of the prehistoric pile and cave dwellers which he gathered in a tour through Switzerland and France. In 1894, despite his age and affliction, Lieut. Doerflinger traveled extensively in Mexico, studying the cultivation of various plants and institutions as well.

From 1896 to 1900 he was chief examiner and secretary of the City Civil Service Commission.

This brave man, who in spirit was one of the fraternity of Pestalozzi and Froebel, was fortunate in the sympathy and co-operation of his noble wife, nee Auguste Barkhausen, of Thiensville, Wisconsin, whom he married in 1873. The writer cherishes as one of her happiest recollections the memory of a few hours in their hospitable, cultivated home, with its atmosphere of German idealism and faith in American democracy.

SUGGESTIONS FOR CHARACTER BUILDING

MORAL GROWTH.

JOHN W. CARR, Supt. of Schools, Bayonne, N. J.

The chief underlying principles of moral growth may be summarized as follows:

1. *Direct the fundamental instincts of children into proper channels.* Those of most importance in moral development as curiosity, play instinct, constructive instinct, imitation instinct, social instinct.

2. *Allow harmful impulses, instincts, and interests to die for lack of stimulus, or from repression, or by substituting better ones for them.* Some instincts are transitory and may early be aborted or outgrown. The best antidote for evil is the substitution of good. The mind once occupied with good, it is difficult for evil to find lodgment.

3. *Cultivate desirable emotions such as joy and sympathy and repress evil emotions such as anger, hatred, any envy.* Stimulating an emotion tends to produce it whether it be joy, sorrow, or what not. To be most effective this simulation should be whole hearted. Some of the ways for repressing a passion or undesirable emotion such as anger are to take time to reflect, to gain the mastery over the body (self-control), to occupy the mind with something else.

4. *Exercise in any virtue or desirable trait of character is necessary for its development.* The time element is also very important. There must be time for action and time for rest.

Mere exhortation is not enough; there must be practice.

5. *Habits are largely acquired by imitation and suggestion.* Hence the necessity of good examples—examples furnished by parents, teachers, companies, and people in general—examples found in history and literature.

6. *Noble ideals are a potent inspiration in the formation of character.* Hence the value of biography, literature, and worthy examples of everyday life. By constantly striving to realize his ideal, Ernest came to resemble the Great Stone Face in benignity of countenance and supposed nobility of soul.

7. *A clean, healthy, well-developed, well-nourished body under good control is a powerful aid to moral development.*

"Refuse to express a passion and it dies. Count ten before venting your anger, and its occasion seems ridiculous. Whistling to keep up courage is no mere figure of speech. On the other hand sit all day in a moping posture, sigh and reply to everything in a dismal voice, and your melancholy lingers. There is no more valuable precept in moral education than this as all who have had experience know; if we wish to conquer undesirable emotional tendencies in ourselves, we must assiduously, and in the first instance cold bloodedly, go through the outward movements of those contrary dispositions which we prefer to cultivate. The reward of persistency will infallibly come in the fading out of the sullenness or depression, and the advent of real cheerfulness and kindliness in their stead."—James.

"Repression is not enough. A virtue must take the place of vice. . . . Development and repression are not two things but one; all genuine development already carries in it repression of much.—MacCunn.

"The law of physical development is true of moral development. Our souls, like our bodies, grow into the modes in which they are exercised. It is by striving to act that our desires come to a fuller, more persistent and more definite development. . . . It is by repetition of action that the corresponding desires are organized into habits."—MacCunn.

"The formation of habits requires time. Time for action and time for rest. The persevering youth may wake up some fine morning to find himself one of the capable ones of his generation or in the strong grip of some stealthy vice."—MacCunn.

"It is not by warnings, however well meant, which suggest that they are capable of evil that we can best help the young. It is by persuading them that they are capable of good that we can best help the young. It is by persuading them that they are capable of good that we can hope to make them good in reality. . . . The best moral antidote lies not in warnings however particular, but in that positive nurture of character which is the real source of strength in the hour of temptation."—MacCunn.

MEMORY GENS

Character is what we are in the dark.

A contented mind is a continual feast.

No tent so good to live in as content.

God helps them that help themselves.—Franklin.

One's character will never rise higher than his aims.

Speak not injurious words, neither in jest nor earnest.

There never was a good war or a bad peace.—Franklin.

A character's like a kettle, once mended always wants mending.

Let your speech be always with grace, seasoned with salt.—New Testament.

They are never alone that are accompanied with noble thoughts.—Sidney.

All who joy would win
Must share it;
Happiness was born a twin.—Byron.

KINDERGARTEN GROWTH

[NOTE:—Under this heading we shall give from time to time such items as come to our notice relative to the establishment of new kindergartens as well as articles or statements in the public press or from noted educators favorable to the kindergarten.

The Kindergarten Founded on the Nature of Childhood

DR. EDWARD CONRADI,
President Florida State College for Women.

The kindergarten is founded on the nature of childhood and its principles of soul growth are now recognized in all grade work in the form of drawing, handiwork, song, story, etc. The children four to six years of age have as much right to the best soul growth as an adult. Therefore the community should give it to the child at that age, as well as at a later age. Soul growth and development is continuous from birth to the end of life, and hence the child should go from the kindergarten without a break into the primary school, if the primary schools, like the kindergarten, is based on the nature of child development, as it should be. One should sit at the feet of children and ask what is right; what is the nature of soul activity; what is the law of life and the whole earth will then be filled with the knowledge of the Lord, of the development of childhood, as its waters cover the sea.

Does Kindergarten Training Aid the Child's School Work?

Supt. H. D. Hervey, of Pawtucket, R. I., who went systematically to work to ascertain what the effect of kindergarten training was upon the promotion of first-grade children found that "60 per cent. of the children entering school under five years and 3 months without kindergarten training failed of promotion at the end of the year; while 35 per cent. of the children entering at the same age with kindergarten training failed of promotion; 39 per cent. of those entering between 5 years and 3 months, and 6 years without kindergarten training failed, while only 16 per cent. entering at the same age with training failed. Of children 6 years and over, entering without the kindergarten training, 21 per cent. failed; while only 10 per cent. of those of corresponding age with kindergarten training failed. From these figures, Mr. Harvey concludes, 'two facts seem to stand out clearly: 1. That the kindergarten training does prepare a child for work of the first grade; and 2, that the average child under 6 years is not ready for primary school work.'"

In Philadelphia, desiring to test this point, a teacher in the Normal School examined the books of a large Public School, where, at entrance, it was recorded whether or not the children had previously been to kindergarten. On comparing the names and ages of the children at entrance with those in the second and third grades, she found that, without exception, the children who had been through the kindergarten were from eight months to a year younger in the grade they had reached, than those who were not kindergarten children.

The children were graded a, b, c, as to ability, in each room. The kindergarten did not, and could not, change the mental endowment the child had received at birth. The clever child still remained in advance, but even the dull ones were further on in school work than the others also rated low in ability, but who had not been to kindergarten.

Four million of the population of the United States are wasting the most impressionable and plastic period of their lives. They should spend the years between four and six in kindergartens, acquiring a fundamental knowledge of right and wrong, and a training of the heart, head and hand which would be of the greatest value in after life.

Our prisons and reformatories contain more than 100,000 miserable, wretched men and women. All of them were once innocent little children who might have become happy and useful citizens had they received a careful training at the beginning of life.

Think of the suffering and expense that could have been saved!

The children in this country average only a trifle more than five years in school, and in some sections less than four years. Two years in kindergarten would raise the standard of intelligence and add perceptibly to the earning capacity and welfare of our citizens. How shall we change these conditions?

1st. By urging kindergarten legislation in all States where no provision has been made for public kindergartens.

2d. By sending thousands of printed articles on the subject to educational and civic gatherings.

3d. By supplying speakers competent to set forth the various phases of this important subject, and especially the importance of maintaining a high educational standard.

4th. By the systematic use of the press.

5th. By the use of Kindergarten Moving Picture Films.

6th. By co-operation with organizations looking to the betterment of living conditions.

On these lines we are working and solicit your co-operation.

The above is taken from a circular issued by the National Kindergarten Association.

The kindergarten has amply demonstrated that it fills a need in the life of a child and hence demands recognition by school authorities and as soon as people see the value of such training as they do see it in hundreds of cities in this country, they will furnish the means for such training.—Dr. Conradi, President Florida State College for Women.

Little round face and hair of gold,
I'd shelter thee ever within my fold;
Love is a story which never grows old,
Little round face.

Hope springs eternal in the human breast:
Man never is, but always to be blest.—Pope.

RHYMES AND RECITATIONS FOR LITTLE FOLKS

DECORATION DAY.

T. C. HARBAUGH

Each year we seek the sacred place,
Where sleep the heroes of the race;
Each year we come with varied bloom
To decorate the soldier's tomb,
And open in our hearts the good
And great flood-gates of gratitude!

In every land, whose honored sod,
By martyrs and by heroes trod,
Is green to-day, Remembrance weaves
The patriot's crown of fadeless leaves.

MEMORIAL DAY.

(For a Little Boy.)

There was a time in bye-gone days,
When men who loved the land
Went forth to save it from its foes,
A gallant, manly band.

Now most of them have passed away,
Those heroes true of ours,
And little children meet to sing
And deck their graves with flow'rs.

MEMORIAL DAY.

(For a Little Girl.)

I think that little girls
Like flags and lots of noise,
They like to sing and shout
As well as do the boys.

They love their country dear,
And on Memorial Day
They bring their sweetest flow'rs
For soldiers passed away.

(From Special Days in the Primary Grades. Published by A. Flanagan Co., Chicago. Price 15c.)

What a gay time, what a play-time
Is the blooming month of May,
With the singing and the swinging
Of the birds on every way!

ARBOR DAY

GRACE DOW

(For eight small children)

A is for apple whose fruit is the best,
R is for redwood, the pride of the west,
B is for beech whose small nuts we eat,
O is for orange with fruit juicy and sweet,
R is the rubber, a tree of Brazil,
D is the date-palm, many boxes to fill,
A is the ash our forests will boast,
Y is the yew tree, at Christmas used most.

That which is good to be done, cannot be done too soon.—Bishop Mant.

IN MAY

BERTHA E. BUSH

Flitting 1 and flitting so airy and gay
Butterflies hover in May, in May.
Humming 2 and buzzing on each flower spray,
Honey bees gather their honey in May.
Busily flying 3 with straw, string or hay,
Birds build their nest now in May, in May.
Lingering long 4 goes the sun on his way,
Bright hours are many in May, in May,
Let us be thankful and happy each day
With all the world in beautiful May.

MOTIONS

1. Arms raised above head with backs of extended hands touching and slowly raising up and down to imitate butterflies' flight.

2. Arms raised a little way up and lowered quickly several times to imitate flight of the bee. Let several make a buzzing sound during the stanza.

3. Hands raised high and darted to and fro to imitate birds in their flight.

4. Right hand point to eastern horizon. Then slowly brought above head and down describing the path of the sun to the western horizon.—School Education.

WHO LOVES THE TREES BEST?

First Child—
Who loves the trees best?
"I," said the Spring.
"Their leaves so beautiful
To them I bring."

Second Child—
Who loves the trees best?
"I," Summer said,
"I give them blossoms,
White, yellow, red."

Third Child—
Who loves the trees best?
"I," said the Fall.
"I give luscious fruits,
Bright tints to all."

Fourth Child—
Who loves the trees best?
"I love them best,"
Harsh Winter answered,
"I give them rest."
—Alice M. Douglas.

SHOWER AND FLOWER.

Down the little drops patter,
Making a musical clatter,
Out of the clouds they throng;
Freshness of heaven they scatter
Little dark rootlets among.
"Coming to visit you, posies!
Open your heart to us, rosies!"
That is the raindrops' song.
—Lucy Larcom.

MAY RIDDLES

(Give one each day and have it memorized.)

A BIRD'S EGG

The smallest, roundest, lightest things,
Each holds a song and pair of wings.

A BIRD'S NEST (WREN'S)

Something very small and brown
Made of grass and lined with down.

A DANDELION

Something gold that turns to white
And then is blown far out of sight.

POPPIES

Slim and tall, but bright and gay,
Nods and nods, the livelong day.

CLOVER

Grows and blooms around the door,
Has three leaves and sometimes four.

THE BEE

He flies about from flower to flower,
Is always working every hour.

LEAVES

Dance about the whole day long
And sing a little rustling song,
We hear it when the breeze is strong.

ROBIN

Coat of brown and vest of red,
Yellow feet and small black head.

A CHERRY

Red—and seldom grows alone,
Each one has a tiny stone.

THE WIND

Sings a song that's soft and low,
But we never see it go.

APPLE BLOSSOM

First a bud—then spreads apart.
Apples hide within its heart.

A ROSEBUD

Something folded close and tight,
Green around a color bright,
Soon 'twill be a pretty sight.—

Primary Plans.

DON'T KILL THE BIRDS

Don't kill the birds, the little birds!
That sing about the door,
Soon as the joyous spring has come,
And chilling storms are o'er.

The little birds that sweetly sing!
Oh, let them safely live;
For freely in the woods and fields,
Their pretty songs they give.

He who receives a good turn should never forget it; he who does one should never remember it.

"I don't care,"
Is a deadly snare.

Statesman, yet friend to truth! oh soul sincere,
In action faithful, and in honor clear;
Who broke no promise, serv'd no private end,
Who gain'd no title, and who lost no friend.

—Pope.

THE OWL

The little brown owl sits up in a tree,
And if you look well you may see,
He says *Whit-a-whoa* when the night grows dark,
And he hears the dog howl and the little fox bark.—Selected.

Among the beautiful picitures
That hang on memory's wall,
Is one of a dim old ferest,
That seemeth best of all.

—Alice Cary.

FIRST GIFT RHYME.

This is my ball, so round and bright,
Which is my playmate from morning till night.

This is the yarn that was wound so tight
To make my ball so round and bright
Which is my playmate from morning till night.

This is the wool, so downy and light,
Made into the yarn that was wound so tight
To make the ball so round and bright
Which is my playmate from morning till night.

This is the sheep, so loving and white,
On which the wool grew so downy and light
Made into the yarn that was wound so tight
To make the ball so round and bright
Which is my playmate from morning till night.

This is the man who worked with his might
the sheep so loving and white
On which the wool grew so downy and light
Made into the yarn that was wound so tight
Which is my playmate from morning till night.

—Gertrude Clayton, Asheville, N. C.

The social center in the public school is brought forward as an antidote to the dance-hall over the saloon by the Russell Sage Foundation in a motion picture drama which has just been produced upon its initiative and with its co-operation. "Charlie's Reform" is the name of this new Edison photo-play.

The astounding facts brought to light by the Chicago Vice Commission together with the epidemic of "tough" dances this winter have created a tremendous interest in the subject of young people's amusements. Already nearly two score of cities have organized opportunities for winter evening recreation in some of their public school houses. But social workers are now beginning to realize that it is the natural desire for companionship with the opposite sex which the dance-hall meets and for which provision is not usually made in the school recreation center. The social center depicted in this new photo-play makes it possible for young men and women to meet under wholesome conditions and it is this privilege which brings about "Charlie's Reform" from a career of idleness and carousing.

The announcement of the new film has attracted a widespread interest from social workers throughout the country. Over one hundred organizations, mostly national in scope, are aiding in the distribution of the announcements concerning it.

BOOK LOVERS' CORNER

IDOLS OF EDUCATION, selected and annotated by Charles Mills Gayley, Cloth. Price 50 cents. Published by Henry Holt & Co., N. Y.

We frequently hear reproaches cast upon the results of our educational system, from business men who inveigh against the poor spellers, the indifferent bookkeepers and irresponsible clerks to whom they must perforce entrust their precious "message to Garcia" with little prospect of its reaching destination. The book before us is a similar protest from an earnest professor in one of our finest Western Universities (Leland Stanford), who, after summing up the conquests achieved by man in all the realms of science, history and literature, and finding the "world of learning was never better worth preparing for, echoes the cry of all the universities and every serious journal, "Our young people were never more indifferent." Professor Gayley has studied abroad, in English and German universities, and has taught in several of our own, and this little semi-satirical volume is an attempt to analyse the causes underlying the poor returns from the vast sums spent annually in education in the United States. Why are our student-results thus "imitative, aimless, boastful but unreliant, inquisitive, but quickly losing interest; fitful, inconsequential, platitudinous, forgetful; noisy, sudden, ineffectual." Professor Gayley's analysis of the situation is clear and incisive, and alas, in most respects too true. We must admit its truth. We do bow too much to the shrine of the Idol of Quick Returns, the Idol of the Popular Voice, the Idols of False Culture, of Parade, of Caprice and Pedantry and others that he describes. We must protest however against his summary disposal of the Kindergarten and Play. Undoubtedly there are all too many who misread their Froebel and misunderstand the emphasis placed in these days upon the use and the value of play as an educational instrument. We cannot hold Froebel responsible for all the weaknesses which have crept into the kindergarten in the hands of the young, the inexperienced and the superficial sentimentalists. The writer of our clever little volume has evidently judged the entire kindergarten system from very weak specimens of the same. He has failed to comprehend that the real kindergarten is above all a place where the senses are trained, the will power exercised, the social responsibility developed. He has failed to see that "boys of twelve and coming men of sixteen are largely shaped by play." We agree with him, however, that "they cannot be shaped for the awful choice of good and evil by cosseting," and he has done a good service for education if he has helped us to distinguish between the wisely-directed training that leads to manliness and scholarship and efficiency, as against that which ends in inefficiency, irreverence, superficiality. We wish every thoughtful school-teacher and university professor would read this little book, confer together over its criticisms, which in the main are just, and decide as to the merits of the Idols which the writer offers as substitutes for those he would knock down, for he does not leave the reader at sea, pilotless, but points out what he considers a way to a safe port. His plan allows both for the broad discipline which prepares for the general business of life and provides at the same time for special knowledge and special forms of skill which prepare for a special business in life. His plan would "save from waste and add to wisdom," a consummation devoutly to be wished. We close with his own stimulating words, "Let us make the college the gateway, not of loafing and vain delights and dissipated energies and immaterial triumphs, not of mistaken ideals—utilitarian or professional, profitless learning or vacuous method—but of the glorious world of conduct and opportunity, of life."

Professor Gayley voices the convictions of many educationists, all over the country. We would like to suggest to the business men, the manufacturer and the like, who complain of the output of the schools, that if they wish good results they must as taxpayers, be willing to pay the cost in reducing the number of children in a class and in giving adequate pay to the teachers, men and women, in all the schools and colleges. Specializing as we do in trade and science we must pay more attention to the individual in education and this costs money and strength and brains and moral force.

We would say, in addition, that, if false Idols rather than true Ideals are followed, it is the parent rather than the teacher who is to be held responsible. Let the parents confer with the teachers.



PETER AND POLLY. By Elizabeth Hays Wilkinson. Photographs by Cornelia Clarke; Cloth, 97 pages. Published by Doubleday, Page & Company, Garden City, New York.

A delightful little story about two kittens. Polly Primtoes and Peter Furrycoat, telling in a way that will delight every child of their first meeting, their play days together, school days, courting days, the wedding day, and the household and ifireside days. The book has many colored illustrations, one of which is given in black above.

THE MONTESSORI METHOD OF SCIENTIFIC PEDAGOGY, as applied to Child Education in "The Children's Houses." By Maria Montessori translated by Anne E. George. Introduction by Professor Henry W. Holmes of Harvard University. Price $1.75 net. Henry A. Stokes Company, New York.

Every kindergartner should read this remarkable book. A more complete review will be given in our next issue.

OLD TIME TALES. By Kate F. Oswell; illustrations by Ester J. Peck; Cloth, 245 pages. Illustrated, Published by the McMillan Co., New York City, N. Y. Price 40c, net.

The book contains nine old-time tales of Europe and the Occident, six tales of the Orient, and six old ballads, all teaching wholesome, moral lessons for young children.

CURRENT EVENTS OF INTEREST TO TEACHERS

The Annual Meeting of the Kindergarten Mothers' Clubs and Parents' Associations, Brooklyn, N. Y.

As stated in the last issue of this magazine this meeting proved a great success.

There were so many mothers present that all could not crowd into the hall, so the speakers also addressed an overflow meeting held downstairs. Mr. Thomas W. Churchill, commissioner of the Board of Education, told the mothers gathered there that one thing that made him believe in the kindergarten was that the mothers believed in it and he believed in the accuracy of their intuition. He contrasted with the stoics and epicures, the Froebelians, who go through life believing in the sunlight, in health, and in joy. One trouble about the system is the sharp contrast between the first two years and the later years. It ought to be changed. A method must be devised to make the transition easy and to project the spirit that pervades the early grades through the later ones.

"America," said Commissioner Churchill, "is a garden of children, and the mothers are the American beauties in the garden." America is bringing to its full fruition the work of Froebel, the great kindergartner.

Mr. Churchill declared that some believed the trouble with our education to be that we spread the butter over too much bread, but he held that an education could be too broad, and that in binding ourselves to a curriculum we lose the spirit of education.

"I believe in play," he added, "from childhood to second childhood," and after showing that a fine life meant more than a merely learned one he said that the race is not to the swiftest but to the one who, after the manner of ancient athletes in the Olympic games, carried a lighted torch to the end of the race.

There is poetry and fancy and rhythm in childhood, and children should be given the chance to express themselves. Every child has a right to song, sunshine, and the great out-of-doors, and in closing Mr. Churchill declared that anyone who loves children is more than half good.

Miss Margaret Simmons, assistant director of kindergartens, presided in the absence of Miss Fanniebelle Curtis, the director, who was obliged to remain away because of ill health. Mrs. George C. Riggs, better known as Kate Douglas Wiggin, was introduced by Miss Simmons, who told the mothers that no doubt the author's children and their own were already friends.

Miss Wiggin read chapters from her new book, "Mother Carey's Chickens," and its delightful intermingling of humor, good sense, and pathos held the large audience spellbound. Even the babies stopped crying when they heard the sound of her melodious voice.

Miss Winnifred Marshall sang a group of songs with a sympathy and a charm of manner which drew applause from all present again and again.

Robert Bruere spoke on the "Birthright of a Child," and outlined graphically the fierceness of the economic pressure brought to bear upon the children of the poor. He told the story of the son of one of the Lawrence strikers, who, when asked what he wanted to be, said, "I want to be a carpenter, but I'm going to be fourteen next week and mother and father need the money and so I'm going into the mills."

Mr. Bruere declared that first of all children had a right to be well born, and that their birthright was a home with such abundance as to provide not luxury but at least the opportunity to go to school and to learn to do some kind of work well.

CHICAGO

The students of the Chicago Kindergarten Institute have greatly profited this year by inspiring addresses on Educational Sociology from Prof. Charles Zeublin, now editor of the Twentieth Century Magazine. The subjects presented were:

Education and Science.
Education and Art.
Education and Literature.
Education and Industry.
Education and Sociology.
Education and Life.

They were not only inspiring but constructive and prophetic of better conditions in a democratic society for which education is making such effort.

Miss Caroline C. Cronise, one of the directors of the Chicago Kindergarten Institute and Head Resident of Gertrude House, is spending a few months in Greece and Italy. She has had exceptional opportunities in Greece in accompanying students from the American school in Athens on long excursions to points of historic or artistic interest, and during April she will visit the Montessori schools in Rome for further understanding of these new methods of education of little children.

The annual exercises and reception to the graduating class of the Chicago Kindergarten Institute will be held May 10th and a delightful musical program is already planned. It is expected that Prof. James R. Angell, Dean of the Senior Colleges of the University of Chicago, will be the speaker.

The Easter exercises of the Chicago Kindergarten Institute were held April 4th. The Institute was privileged in securing Dr. John Balcom Shaw, of the Second Presbyterian Church, as speaker of the day.

Death of Dr. Edwin Lyell Earle.

Dr. Edwin Lyell Earle, at one time owner of the Kindergarten-Primary Magazine, and its active managing editor from 1906 until about one year ago, when he suffered a stroke of paralysis, died April 5th at the age of 44 years. Dr. Earle purchased the Kindergarten Magazine during the summer of 1906, changing the title to the Kindergarten-Primary Magazine and moving the publication from Chicago to New York; in the summer of 1909 he disposed of the business and good will of the magazine and assumed the position of managing editor which he held until recently, but owing to ill health was unable to devote much attention to the work during the past year.

He held the titles of Doctor of Philosophy and Master of Arts and was connected with the Brooklyn Institute of Art and Sciences and with the St. Francis Zavier College; he was formerly President and Manager of the New York Froebel Normal School. Some eight years ago he was sent to Russia to study conditions there in the interest of emigrants. His death occurred at Bloomfield, N. J:

NEW YORK CITY

Dr. Myron T. Scudder is building a fine open air gymnasium and class room in connection with the Scudder school at 59 West 96th street. Open air classes will be conducted next year.

Dr. Scudder has sailed for Italy where he will make a careful examination of the schools conducted in that country in accordance with the Montessori methods.

Miss Mary T. Shchaffer, of Germantown, Ohio, formerly tutor in psychology and kindergarten methods in the Ethical Culture School, New York, and for seven years a kindergartner in P. S. 184, Manhattan, has been experimenting successfully in Montessori reading methods during the past year. She sails on May 16 to visit the school in Rome.

She attended the I. K. U. meeting in Des Moines and her friends hope to greet her on her return and bid her von voyage,

Dr. Merrill recently gave a course of four lessons in primary reading methods to The Harietta Melissa Mills Kindergarten Training Class at New York University. At the last lesson she showed the relation of Dr. Montesori's methods in writing and reading to the recent progressive methods in use in America. She also traced the recent phonics work back to the Orbis Pictus of Comenius.

BIRMINGHAM, ALABAMA

The annual meeting of the Alabama Education Association, April 4-6, was attended by nearly three thousand teachers, one of the most successful state meetings in the south, and but for the tragic death of Governor Aycock of North Carolina while he was addressing the teachers would have been altogether one of the most pleasant educational meetings in the south. Governor O'Neal of Alabama had made the opening address at the Jefferson Theatre on the evening of April 5th, after which he introduced Governor Aycock, who spoke in part as follows:

"Ladies and Gentlemen—I am extremely gratified at the terms in which his excellency, the governor of Alabama, has seen fit to present me to this magnificent audience; it is very gratifying; it is very satisfying. I knew, of course, that what he said about me wasn't the truth; (Laughter.) I am not afraid to say that the governor does not tell the truth, because I have been a governor myself and I know what I am talking about. (Laughter.) But I enjoyed it the more because it wasn't the truth. (Laughter.) You know, it does not make a pretty woman glad to tell her so; she knows it before you tell her; but if you want to see joy irradiate a woman, you get an ugly woman—not in Alabama, for you couldn't find her here (Laughter.)—but you go up in New England and find an ugly woman and tell her so (Laughter.)—just tell her she is pretty and she will be the happiest, gladdest woman in the United States. (Laughter.)

"And this is the way I feel tonight when the governor says that I have done more for education in the south than any other governor in it. After listening to his magnificent address it would be vanity on my part to believe it, but I am proud of the fact that we have built a schoolhouse in North Carolina every day since I was inaugurated as governor, including Sundays; and I am here tonight to tell you that I am a thorough believer in education. I believe in universal education. Did you hear what I said? You see, I am not a scarey man. I believe in universal education; I believe in educating everybody. I will go further, and say that I believe in educating everything, and so do you when you come to think about it.

"What do you mean by education? You mean bringing out of a thing what God Almighty put into it. I repeat that I am in favor of educating everybody and educating everything. Why, we have educated the Irish potato. You know what an Irish potato is now, but what did the Irish potato used to be when it was ignorant and had never gone to school? Why it was a little thing, and it was tough and bitter, but some wiser man than the average found it, and he says. 'I believe this thing has got good in it and I will fetch it out.' 'Fetch' is a good word in North Carolina, but I do not know how it is in Alabama. I taught school myself, and 'I know English as she is spoke.' He said it contains good and I will fetch it out, and he proceeded to educate it; to bring out of it what it had in it. He planted it and fertilized it, and cultivated it, and planted it, fertilized it, and cultivated it, until the Irish potato has become so good that we have it three times a day, every day in the year, and we thank God when leap year comes and gives us one more day in which to eat Irish potatoes. (Laughter.)

"But you must understand that it is an educated Irish potato, and that it is not an ignorant Irish potato. You would not eat that old fashioned, ignorant Irish potato."

The governor continuing along this line illustrated the benefits of education as applied to horses, dogs, and other animals.

Then he suddenly turned pale, gasped for a breath and fell to the floor.

Governol O'Neal and others made every possible effort to restore him to consciousness, but his death occurred soon after.

Governor Aycock had been a life long advocate of universal education and spent four years traveling over the state of North Carolina preaching his convictions.

In his death the cause of education has lost a staunch friend and a most efficient worker.

THE INTERNATIONAL KINDERGARTEN UNION

The Nineteenth Annual Convention at Des Moines a Decided Success.

The nineteenth annual convention of the International Kindergarten Union, which closed today, May 3rd, proved a most successful gathering and all visiting kindergartuers are enthusiastic in their expressions of appreciation to the kindergartners and the people of Des Moines for the royal welcome and hospitable reception bestowed upon them.

Tuesday morning was occupied in making visits to the kindergartens of the city, and the visiting delegates were given an auto ride over the city.

The closed meeting Tuesday afternoon at Drake University was presided over by President Hill M. Bell and proved unusually interesting and inspirational.

The closed meeting was followed by a luncheon given by Miss Jeanette Ezekials, supervisor of the kindergarten training school at Drake University.

The first general public meeting was held Tuesday evening at the Coliseum. The address by Dr. M. V. O'Shea, of the University of Wisconsin, was the feature of the evening. On pages 233-234 will be found a summary of his address.

The Doctor added as a side remark the following: "Madame Montessori had been used to having the children sit in their seats and hear things when she decided upon a different system. The only trouble with her system is that it is too formal and conventional. We passed through that experience twenty-five years ago and have now reached the place where we do not employ the conventional to develop an idea."

A stage was erected in the centre of the arena, facing the entrance, behind which was the kindergarten exhibit. A hundred electroliers, such as are used in the world famous street lighting of Des Moines, turned the Coliseum into a veritable great white way; myriads of twinkling electric stars lighted up the canvas sky dome.

At this meeting the invocation was given by Rev. Howland Hanson. Excellent Music by the East High School boys's chorus followed, after which addresses of welcome were given by Governor B. F. Carroll, of Iowa, Mayor James R. Hanna, of Des Moines, and W. O. Riddell, superintendent of Des Moines schools. The response was given by Miss Mabel A. MacKinney, president of the Union.

Referring to the loyalty of Des Moines to the kindergarten cause, Supt. Riddell said:

"There are children in the kindergartens today whose parents were in the kindergartens of Des Moines. The appreciation of the kindergarten has been unswerving in Des Moines, and wherever there were a sufficient number of children, a kindergarten always has been maintained."

Miss MacKinney outlined a brief history of the International Kindergarten Union, its organization, aims and purposes, and said she was glad the meeting had come to Des Moines, that she had heard that "Des Moines does things" and expressed the thanks of the Union for the cordial welcome it had received.

The Wednesday morning meeting was taken up entirely with the reports of officers and committees as follows:

Recording Secretary, Miss Netta Faris.
Corresponding Secretary and Treasurer, Miss Luella A. Palmer.
Auditor, Miss Julia S. Bothwell.
Committee on Foreign Correspondence, Mrs. Susan T. Harriman, Chairman.
Committee on Foreign Relations, Miss Annie Laws, Chairman.
Committee on Investigation, Miss Nina Vandewalker, Chairman.
Committee on Propagation, Miss Myra M. Winchester, Chairman.
Committee on Literature, Miss Annie E. Moore, Chairman.
Committee on Affiliation with National Congress of Mothers, Miss Elizabeth Harrison, Charman.
Friedrich Froebel Museum Committee, Miss Alice E. Fitts, Chairman.
Committee on Nominations, Miss Ella C. Elder, Chairman.
Appointment of Committee on Time and Place.
Delegates from Branches in the East and South.

THE NEW OFFICERS

There was a little contest in the matter of the election of officers, but the incumbents for the past year were nearly all recommended by the committee on nominations as follows:

President—Miss Mabel A. MacKinney, Pratt Institute, Brooklyn, N. Y.

First Vice-President—Miss Alice Temple, School of Education, University of Chicago.

Second Vice-President—Mrs. Margaret Stannard, Boston

Recording Secretary—Miss Netta Faris, Cleveland, Ohio.

Corresponding Secretary and Treasurer—Miss Luella A. Palmer, New York City.

Auditor—Miss Catherine B. Watkins, Washington.

They were all elected by ballot Thursday .

The Froebel association entertained many officers and delegates at a luncheon Wednesday afternoon at the Hotel Chamberlain. Covers were laid for 100 and the guests were seated at five tables which had for decoration May baskets of marguerites.

In the afternoon the meeting was in charge of the committee on affiliation with the National Congress of Mothers. Mrs. Orville T. Bright of Chicago, first vice-president of the National Congress of Mothers, and Mrs. B. F. Carroll, president of the Iowa branch, were the speakers.

Miss Elizabeth Harrison of Chicago, chairman of the Committee on affiliation with the Congress, was the presiding officer for the afternoon,

Mrs. Orville T. Bright of Chicago, vice-president of the National Congress of Mothers, said in part:

"It is not right to think of father as merely the provider."

"It seems to me that women to-day are making a great mistake in letting go of the men," said Mrs. Bright. "Of course, in this day of great commercial stress the wife tries her best to protect her husband from the petty annoyances of the family life. She dresses the children in their best and places them on good behavior when their father comes home that he may enjoy his children. This is as it should be, but he should not be kept out of the family life and considered only as the provider. By doing this the father is robbed of his rights in the home.

"No home can be conducted or children reared successfully without the full co-operation of the father and the mother.

"That is why I plead for the parent-teachers' association. Women must learn that they have limitations in the control and education of their children and that the fathers have a place in the home management."

Mrs. B. F. Carroll as the president of the Iowa Congress of Mothers, gave an address which was a plea for closer co-operation between the mothers and the kindergarten.

At the Wednesday evening meeting a musical program was rendered by Miss Daisy Binkly, soprano; Mr. Frederick Vance Evans, baritone; and Mr. Eugene Hahnel, violin, of Highland Park College of Music.

An excellent address was given by Miss Ann Laws, of Cincinnati. Subject, "The Kindergarten in Social Life." This was followed by a stereopticon address by Mr. Guy L. Shipps, of Chicago. Subject, "Municipal Recreation Centers."

Miss Laws stated the fact not generally known to the public that the playground, story hour, vacation school, circulation library and other means of social service to the community are the outgrowth of the kindergarten movement.

"When we study the boy or girl who is not living the way he should, said Miss Laws, "we must go back of the effect to the direct cause of that effect and that is

generally found to be a lack of a suitable place to play for the young of our cities. We are indeed glad to report that more and more cities every year are recognizing that fact. The free traveling library for the children is also of much benefit and gives the poorer classes as good reading as the more fortunate children get with but a trifling cost to the school board."

Mr. Shipps said in part:

"Society does not know how to prepare the rising generation for the industrial life in which the generations have been absorbed."

"The captains of industry criticise the schools from the elementary to the university for the inefficiency of their output, and if the children are not prepared for industry, which is the chief interest of the age, how much less likely are they to be prepared for social relations?" continued Mr. Shipps. "It is not meant that schools have not advanced in methods, but industrial changes with tremendous effects on the structure of society have come so fast that educational practice has not been able to adjust itself in the new situation.

"While society as a whole has become more and more absorbed in industrial organization for the last century certain groups have struggled to introduce methods of education conceived as a result of observation of the trend of social conditions. Froebel and his compatriots were the founders of such a school, men who were forced to struggle and sacrifice for their ideas."

Miss Jeannette Ezekiels was hostess at dinner Wednesday evening at the Hotel Chamberlain in honor of Miss Mary Waterman, supervisor of the kindergarten association of New York City. Covers were laid for Dean and Mrs. W. F. Barr, Dean and Mrs. F. O. Norton, Miss Mabel MacKinney of Brooklyn, N. Y., president of the International Kindergarten union; Superintendent and Mrs. W. O. Riddell, Miss Besse Park, Mrs. Ella Ford Miller, the guest of honor, and the hostess.

The address by Dr. Herbert Martin, of Drake University, Des Moines, was the feature of the Thursday morning meeting and we regret that the manuscript did not reach us in time to publish in this issue, but will be given next month, with additional matter relating to the convention.

Miss Edith Adams, of Ypsilanti, Michigan, gave a most interesting report of the Froebel Pilgrimage at the Thursday morning meeting.

Miss Lillian Stone of Cincinnati also gave a report relating to the business side of the Froebel pilgrimage.

Report of Delegates from branches in the West were also given at this meeting.

The officers, delegates and visitors were entertained at luncheon, Thursday afternoon at the First M. E. Church.

The Thursday evening reception at Hoyt Sherman Place given by the Des Moines women's club to all visitors and all members of the women's clubs added to the many and enjoyable social features of the convention. This reception was open to all. A recital was given by the Drake University faculty of music after the reception.

Many excellent short addresses were given at the Thursday afternoon business meeting. They were inspirational and timely and we hope to give them in future issues of the Magazine.

The feature of the Friday morning meeting was the address by Dr. Irving King, of the University of Iowa, Iowa City, a portion of which will be found in this issue.

The convention closed with a special program of children's music.

It was voted by all a most successful meeting.

We hope to give in future issues the papers in full.

Notes.

A luncheon in honor of the Supervisors and Training school teachers, in attendance at the meeting was given in the Domestic science room of Drake University Tuesafternoon.

There was a lively contest between Milwaukee, Richmond, Virginia, and Washington, D. C., for the next convention; the latter city was selected.

The affiliation of the national congress of mothers was perfected. The Union purposes to uudertake extensive research work during the coming year.

The report by Miss Nina C. Vandewalker, chairman of the Committee on Investigation, was of much interest and we hope to give it in full next month.

A temporary parent-teachers' association in the West High school was formed Wednesday at the close of the session of the International Kindergarten union. Mrs. Walter S. Brown was chosen temporary chairman and Mrs. Bentley temporary secretary.

Miss Bessie Park was the hostess at a dinner party Sunday at the Hotel Chamberlain in honor of Miss Mabel MacKinney, Brooklyn, president of the International Kindergarten Union, and Miss Alice Temple of Chicago, first vice-president of the Union.

Several kindergarten reunions were held Thursday. The Wisconsin kindergartners met in a reunion breakfast at the Savery. The Chicago kindergartners had a reunion luncheon at the Savery and all kindergartners present from Grand Rapids and Columbia University held a reunion at the Savery during the noon hour.

A letter from Honorable P. P. Claxton, U. S. Commissioner of Education, recommending the building of a $25,000.00 Froebel monument in Washington, was read and the executive committee was empowered to confer with the Commissioner relative to the establishment of a permanent memorial to Froebel either as a monument or as a national kindergarten institution.

THE EXHIBITS

The exhibit of kindergarten work came from twenty-nine different cities throughout the United States. It occupied nearly the entire rear half of the immense auditorium of the Colisem. The paper cutting, weaving and sewing designs, crayola work, etc., were displayed upon screens and the toys, clay modeling, etc., were in glass cases.

The Milwaukee exhibit was voted one of the best, and consisted among other things of a beautiful picture of Milwaukee harbor showing the lake front of that city. Colored paper, folding and cutting was largely used in this illustration. Strikingly accurate representations of the buildings along the water-front, the boats, trains, street cars, automobiles, etc., were given. Christmas, Hallowe'en and St. Valentine day decorations were also shown.

The kindergartners of Helena, Mont., presented an exhibit of life on the western plains, done with crayola. Cowboys, bronchos. mountains, mining tools, forges, etc., were illustrated.

The Minneapolis kindergartens had a fine display of woodwork, including miniature pieces of household furniture made by five-year-old pupils.

Pratt Institute of New York had a fine display of designs made by the use of shells and seeds.

The exhibit of toys by Pittsburg kindergarten pupils attracted much attention.

The poster work done by the pupils of Miss Maude Owen, kindergartner, Howe school, was probably the most attractive display made by the kindergartners of Des Moines. By use of cardboard, crayola, cutting of designs almost life size, her pupils were able to picture strikingly natural indoor and outdoor scenes.

Columbia University had a library exhibit embracing the books and pictures which should be given in regular order to the child from the time of his first interest to his manhood. The five-foot library was characteristic.

Carl R. Byoir, of the House of Childhood, New York, made a display of Montessori material and demonstrated the work to kindergartners Friday afternoon. He denied the statement made by Dr. O'Shea that the Montessori system had been out of date in America for the past twenty-five years.

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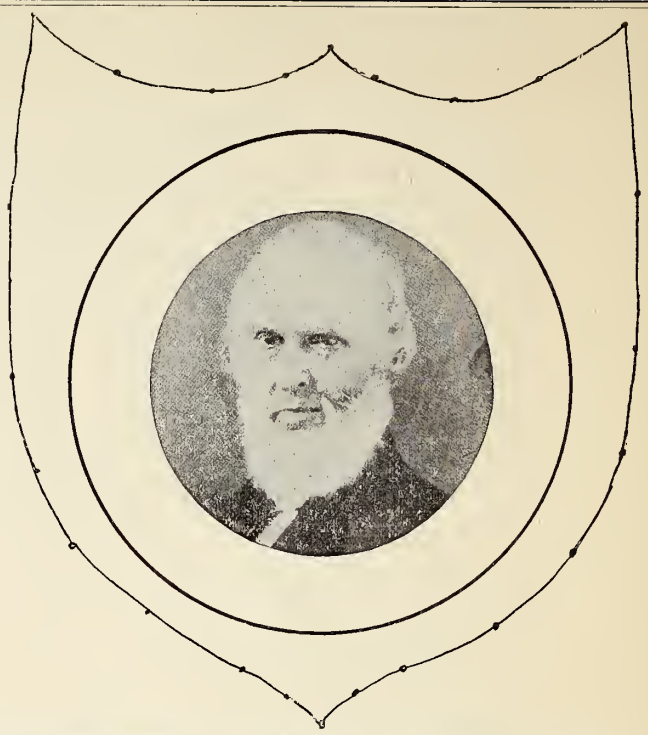
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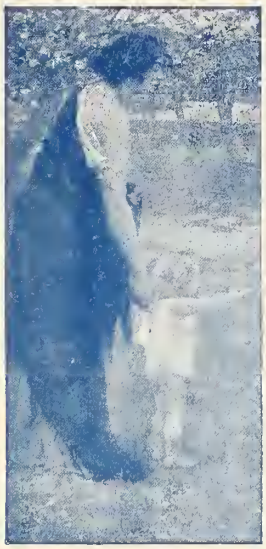
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JUNE, 1912

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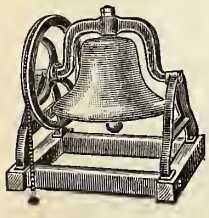
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Petoskey, Fridays, **5.30** a. m.; Saturdays, **9.30** a. m.
Charlevoix, Sundays, **2.00** p. m.; Tuesdays, **6.00** p. m.; Thursdays, **8.15** p. m.; Fridays, **7.30** a. m.; Saturdays, **11.30** a. m.
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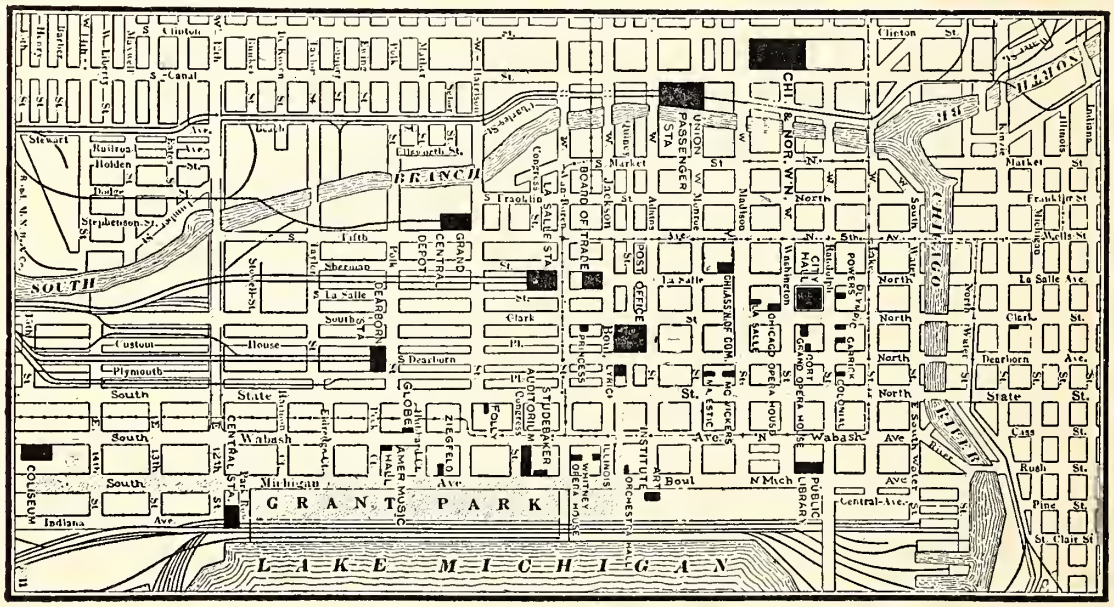


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We give above an illustration of the Lake Front at Chicago, showing the Congress Hotel and Auditorium where most of the meetings of the National Education Association will be held. We also give a map of the central business district of Chicago, which we trust will be helpful to strangers in locating the principal streets, hotels, depots, etc., in the "down town" district.

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V.-Pres....Cora English, Supt. of Pub. School Kgn., Kansas C., Mo.

Sec......A. Jessie Davis, Kindergarten Dir. City Schools, Superior, Wis.

TUESDAY FORENOON, JULY 9, 9:30 O'CLOCK

Joint Session with Department of Elementary Education.

The Montessori Method—Florence Ward, State Teachers College, Cedar Falls, Iowa, representing the National Kindergarten Association.

A Comparison of Froebel and Montessori (Speaker to be supplied.)

Presentation of Montessori Material—Carl Byoir, President of House of Childhood, New York, N. Y.

Suggestions from Cases of Unusually Rapid or Irregular Progress in Public Schools—(Speaker to be supplied) Discussion.

THURSDAY FORENOON, JULY 11, 9:30 O'CLOCK

Address—Philander P. Claxton, United States Commissioner of Education, Washington, D. C.

The Efficiency of the Kindergarten:

a. From the Standpoint of the Superintendent—(Speaker to be supplied.)

b. From the Standpoint of the Supervisor--(Elizabeth Hall, Kindergarten and Primary Supervisor, Public Schools, Minneapolis, Minn.

The Basic Philosophy of Froebel--George F. James, Dean of Education, University of Minnesota, Minneapolis, Minn.

The Kindergarten and its Relation to Retardation--Mrs. Mary D. Bradford, Superintendent of Schools, Kenosha, Wis.

General Discussion.

FRIDAY AFTERNOON, JULY 12, 2:30 O'CLOCK

Folk Game Festival, Round-table discussion, Exhibit of handwork.

Some features of the N. E. A. at Chicago

Meetings of the Education Council, July 6.

Educational Sunday—Sermons on educational topics in over sixty leading churches of Chicago.

Department meetings begin Monday morning, July 8th, at 9:30.

First general session at the Auditorium, Monday afternoon.

Monday at 5:30, active members meet in the various state headquarters to select members of nominating committees from several States. Monday evening, reception at the Art Institute by city of Chicago, represented by its educational organizations.

Tuesday forenoon will be devoted to the American High School in its various phases.

OTHER FEATURES

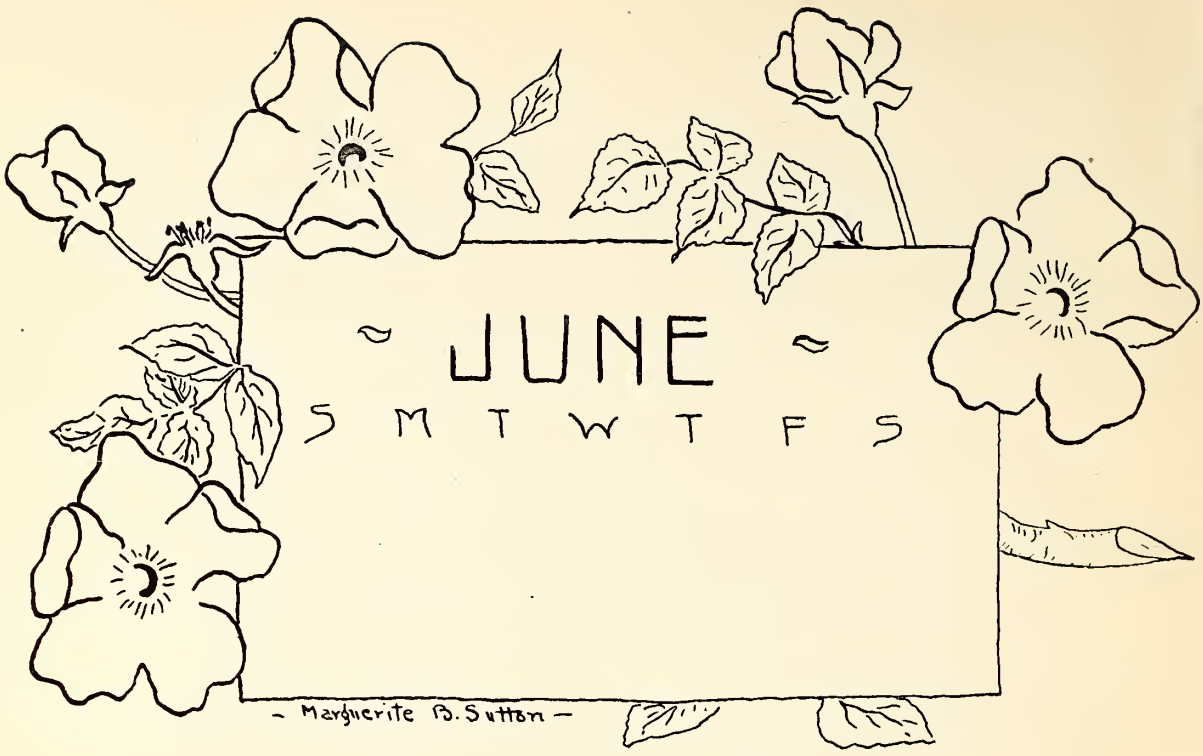
The pros and cons of a National University will be discussed in its various phases by President James of the University of Illinois, President Van Hise of the University of Wisconsin, President Baker of the University of Colorado and President Thompson of the University of Ohio.

The wide-spread interest and increasing realization of the importance of the part which the public schools must play in the public movement for recreational, civic and social opportunity, for the young people and the older people of our communities, is recognized in a full program devoted to that question on Wednesday evening.

Among the speakers will be Hon. Frank P. Walsh of Kansas City, Jane Adams of Hull House, and Herbert Quick, editor of "Farm and Fireside."

Health and Hygiene will be duly considered. Among the speakers are: Dr. Dresslar, specialist in school hygiene in the National Bureau of Education. Other speakers are: Dr. David Starr Jordan, Dr. Charles E. North, Dr. Reed of Cincinnati, Dr. Wiley.

On Friday morning, Rural Life Conditions and Rural



BLACKBOARD CALENDAR FOR JUNE

Education will have their day. Dr. Wilson of the Presbyterian Board of Missions, New York City, who has had charge of the social, educational and church "surveys" throughout the Ohio valley, will discuss the question of social and educational surveys in rural communities.

Other speakers will be Dr. E. J. Russell, Harpenden, Eng., and Dr. Claxton, U. S. Commissioner of Education.

At the closing meeting on Friday evening, Dr. Winship of Boston will tell what is the best "Next Thing" for the teaching profession. Baroness Bertha Von Suttner of Vienna, Austria, will speak on "Peace and Arbitration." Dr. Luther Halsey Gulick will discuss the new movement which is being organized for girls as a counterpart of the "Boy Scout" movement. This comes under the name of "The Camp Fire Girls;" the new relation of women to the world.

The program-bulletin which may be had from Secretary Irwin Shepard, Winona, Minn., gives in detail the programs of the fourteen or fifteen departments of the N. E. A.

ABOUT THE KNIGHT MOTHER PLAYS.

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These plays are not far-fetched and mystical, as some people suppose. They are masterpieces of a mind that understood childhood, and yearned to supply its needs. The galloping movement of the game is one of the most common, and one of the favorite, ways that children play. The spirit of the games is to help supply the need that every child of kindergarten age has—the need of a standard by which to gauge his acts. Frequently the child imitates an older playmate, who is not a desirable model; sometimes he tries to please a teacher or his parents—but neither of these start the habit of doing right because it is right.

Froebel's clear insight recognized the need of starting this, early in life, and his remarkable understanding presented a pattern—not in real life, for each of us has felt the shock of recognizing the imperfection of our pattern chosen from real life, but in that field where the child mind wanders free, where it makes for itself castles and domes, and towers and prisons, and princes and paupers, and whatever it will; where it enacts the scenes that real life suggests, and makes new scenes that we know nothing of; in the field, where the child mind practices to make perfect his understanding of life—the field of imagination—Froebel presents his pattern in the form of a Knight.

It is the privilege of the kindergarten to supply the best material for the making of a Knight, and there is plenty at her command—the story of King Arthur and the Sword in the Stone, stories and pictures of Galahad and of the Seat Perilous, the temptation of Christ in the Wilderness—history and mythology and art give a wealth of material to present, and each child makes his Knight—his ideal. No two children make the same picture, perhaps, as no two people have ideals that are identical, but the essentials are the same—all the Knights are strong and tender, just and kind, grieved at the sight of evil, seeking a chance to do some one some good.

If we are true kindergartners, we believe that "Discunb ludentes" (playing, they learn) the joy of possessing these knightly qualities.

—N. Carolina Educator.

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—PRIMARY—
MAGAZINE



PUBLISHED ON THE FIRST OF EACH MONTH, EXCEPT JULY AND AUGUST, AT MANISTEE, MICH., U. S. A. SUBSCRIPTION PRICE, $1.00 PER ANNUM, POSTPAID IN U. S., HAWAIIAN ISLANDS, PHILLIPINES, GUAM, PORTO RICO, SAMOA, SHANGHAI, CANAL ZONE, CUBA, MEXICO. FOR CANADA ADD 20c., AND ALL OTHER COUNTRIES 30c., FOR POSTAGE.

J. H. SHULTS, MANAGER.

EDITORIAL NOTES.

N. E. A., at Chicago, July 6-12. The kindergarten department will be especially full.

THE I. K. U. in deciding to ask school superintendents throughout the country to adopt the kindergarten as a part of its public school system has certainly acted wisely and definite results may be expected.

THE three vital questions discussed at the late I. K. U. meeting were: The promulgation of Kindergartens, the Montessori method and the investigation of kindergartens and their standing in the country.

WE feel certain that every kindergartner will read with deep interest Dr. Hailmann's article in this issue relative to the Montessori method. Dr. Hailmann will have another article on this subject in a future number of the magazine.

OUR new department entitled "The Committee of the Whole," with Miss Bertha Johnston as editor, affords all subscribers of this magazine an opportunity to secure without cost help in solving the many problems that constantly confront a real live kindergartner or primary teacher in her work with the children. You are cordially invited to take advantage of it.

THE "Children's Houses" in tenement buildings as referred to by Dr. Montessori, while not altogether new is certainly a good one, and a redeeming feature of life in the cheaper flats. The children go from their homes in the tenement buildings to the school or play room without leaving the building and are cared for there during the absence of the mother who is employed during the day. Thus they are protected from the dangers of the street in going to and from school.

THIS issue closes Volume 24 of the Kindergarten-Primary Magazine. We have already perfected arrangements which will insure a marked improvement in the magazine for the ensuing year. As usual the next volume will begin with the September number.

WE are pleased to announce that Laura Rountree Smith, the well known writer of children's games, will have one or more original games in each issue of our magazine throughout the coming year. New games are always in demand, if they are practical, and Miss Smith's successful experience as an author in this line may be taken as a guarantee that her games will be interesting and usuable.

IT seems to us that every kindergartner in America would profit by carefully reading the series of articles, relative to the visit to Miss Palmer's kindergarten, by Dr. Jenny B. Merrill, which conclude with this number. In these articles a glimpse of the technique of a kindergarten conducted by a successful kindergartner of wide experience is given in a way that can hardly prove otherwise than helpful.

THE Elementery School Teacher, published by The University of Chicago Press, and School Education of Minneapolis have recently referred to the difficulty in securing educational articles that are practically helpful to the ordinary teacher, rather than those soaring in the realms of more or less untried theories. Educational writers are advised to "keep their feet on the ground," when writing for the educational press. Write not for the ninety and nine experts whom you may not be able to help but for the nine thousand, nine hundred and ninety-nine who need your aid.

A NEW department devoted to training school news begins in this number. Items of interest are solicited for this department.

A BEAUTIFUL series of calendar designs for blackboard use by Marguerite B. Sutton, a talented artist of Dansville, N. Y., will appear in each issue of this magazine for the ensuing year. We trust they will prove helpful to kindergartners, primary and rural teachers.

WE regret that several reports, etc., given at the late I. K. U. meeting, together with other matters of interest relating to the convention, are necessarily held over until the September number. The many helpful things contained in these reports will be just as helpful at the beginning of the school year.

WE are pleased to announce that an excellent Columbus Day program arranged for kindergarten children will appear in our September number. In the State of Michigan and perhaps in other states; the laws require an observance of this day by teachers and so far as we can learn no suitable outline has ever been published for use in the kindergarten in observance of this day.

WE are pleased to announce a new department beginning with this issue entitled "Hints and Suggestions for Rural Teachers" to be conducted by Grace Dow, a teacher of wide experience and training. The purpose will be to indicate a few of the many ways in which the intelligent use of kindergarten material in rural schools will help the rural teacher in her work with the little children.

MR. CARL BYOIR, who represents Dr. Montessori in America, admits that the apparatus used by the Montessori method is mostly old, but claims that its application to the use of sense training of the very small child is new. He declares that when Madame Montessori conceived the idea of combining the work and play of the child, so that every time he played a game he learned something of value, she gave the kindergarten world something it needed. The Montessori method is simply supplemental work to the Froebel theory of education in his opinion, which is now quite generally understood by kindergartners. The I. K. U. extended a vote of appreciation to Dr. Montessori for the good work she has accomplished.

IT should be evident to every leader in the kindergarten work that the widest possible publicity of everything that truly represents the kindergarten ought to be not only encouraged but actively solicited. Presuming that there are 12,000,000 families in the United States and 10,000 kindergartners, how shall these kindergartners be able to bring those who would be benefited by public school kindergartens to a knowledge of the advantages of the kindergarten and enlist their sympathy for it except through the press. The number of people who can be induced to attend any sort of a public meeting always makes up a very small percentage of the population, but newspaper and magazine reading is almost universal. Public school kindergartens will come quickly enough when there is a real demand for them from parents and how shall we create this demand except by using the press wherever possible to bring the attention of the people to the value of the kindergarten; especially should the addresses and talks at the I. K. U. meetings, which can be presumed to fairly represent the kindergarten, be freely offered to the daily press, the weekly press, the kindergarten press, any and every kind of a press that can reach the people. It requires a great deal of pounding to make an impression on 90,000,000 people and the press is certainly the best hammer available.

KINDLY note our personal column. If you have moved, or are about to move, drop us a post card, giving us the facts briefly, thus informing your kindergarten acquaintances of your whereabouts through the magazine, and perhaps saving yourself the trouble of personal correspondence.

THIS is the way the Ogden (Utah) City Standard looks at it:

"Kindergartens and playgrounds to relieve the tired mothers of the care of their children during the long summer hours are an immediate necessity, for the heaviest burdens of the hot months fall upon the home makers."

REED and Raffia and other construction work has much to do with knot tying and we will begin in our next issue an article on this subject which will be continued through the following number.

IT is our purpose during the coming year to publish a number of articles on construction work with reeds, raffia, grasses, bark cloth, etc.

RHYTHMS AND GAMES IN A MODEL KINDERGARTEN.

By Jenny B. Merrill, Pd. D.
Late Supervisor Public School Kindergartens, New York.
(Concluded from last issue)

The account of my visit to Miss Palmer's Kindergarten, begun in the April number, would be quite incomplete without a fuller reference to rhythms, songs and games than I have given.

In my first article I endeavored to present the first hour of the day, giving mainly the development of the topic, "Family Life," in conversation, picture and action. The points dramatized were:

1. Getting ready for kindergarten in the home.
2. Going to kindergarten (street).
3. Greetings on arrival.
4. A doll's breakfast party.

The occupation work was described in my second article (see May number). Running through the morning were touches of music, rhythm, song and dramatization. The formal game had scarcely been reached, as it should be borne in mind the term had only just begun.

There has been a tendency to introduce games too rapidly in these early days, which "Education by Development" discountenances.

Simplicity was surely the keynote of Miss Palmer's rhythms, games and songs.

We have already described the simple dramatization, which was included in the morning circle.

Let us recall that the children chose partners and walked around the circle, first slowly, then more rapidly, the last couples running, as the play was meant among other things to suggest the importance of being early.

During the morning circle the children sang, "How Do You Do," "A Ball for Baby" and a lullaby to the dolls.

No music with the exception of one note as a signal was played for marching to the circle or at the return to the tables. The children's attention and the kindergartners' was concentrated upon the necessary movements during this first week.

The multiplicity of exercises in the kindergarten has been criticized by many as leading to distraction rather than to concentration.

We noted the absence of this over-stimulation and rejoiced. Does not a young kindergartner sometimes act from the fear of criticism from some visitor or supervising officer who, possibly having heard that music is an important feature of kindergarten procedure, may miss it and fail to consider the reason?

Remember, there was a quieting opening solo by the kindergartner, which was short but well chosen and sufficient to establish her musical ability. The children, led by those who remained from last term, were able to sing a greeting and the simple hymn:

"Thank Him, thank Him,
All ye little children,
God is love."

Remember, too, later in the circle the kindergartner sang to the children a new song. One of the necessary features is training the children to listen as well as to sing. This little song had a suggestion of humor, which element is most important for little folks and big ones, too.

It also gave opportunity to imitate two animal sounds, and very familiar ones to most children.

After the first table period, the recess period followed, the children left the tables in orderly couples and formed a little company near the door before marching out into the main playroom of the large school building. This is a trying ordeal for public school kindergartners in large cities.

It is a period of great importance, for it relates the kindergarten to the main school, even though, as in most cases, an effort is made to secure a period when the playground is vacated by all other classes. I noted that Miss Palmer's attention to every detail was marked. She was captain, stood before her little company and led them herself. Later this will not be necessary, but during that first week everything is so new, and the little one must not lose confidence for a moment if we can help it. Seeing and being near the motherly leader will prevent alarm. "An ounce of prevention is worth a pound of cure." Unusually large places create a feeling of alarm in a child.

I was impressed at this point and indeed all through the morning that the child was uppermost in Miss Palmer's mind.

When the children returned to the room there were a few simple rhythmic and gymnastic exercises on the ring.

I was called from the room and did not see them.

Later in the morning, when the regular period for games arrived, the children formed the ring as in the morning, one-half at a time. There was no music but the single note for rising.

Again, to gain attention on the ring, there were given a few simple directions, as "hands up," "hands out," "hands down," "roll hands," "spread fingers," the last two by imitation rather than direction.

The first regular game was a skipping game so dear to the children and such a good connection with play life outside as they have known it before coming to kindergarten. *Choosing* began, for a child was quickly told to stand in front of the one he wished to skip with. Evidently this was not the first day of the game, for the response was prompt.

There were four couples ready to bow and then to skip, this time accompanied by the piano.

The second game was "Horse and Carriage." Gee-up, run-run, whoa, back, whoa. These preparations led to the rhyme:

"I would like to go to Shetland.
Come and have a ride with me.
We will have a ride so merry,
And quite wondrous places see."

This, too, connected the play life of the home with the new kindergarten plays, for what child of five has not played "horse?"

This game further develops by taking a child into the carriage, which is, as every kindergartner knows, *the space* between horse and driver!

The third game was with a big ball. This ball was rolled from the center to different children by Miss Palmer.

"I have a new ball. George may find it in the lowest drawer." The ball found, a child was sent to the center to bounce and catch the smaller ball five times. There were many repetitions with both the large and the small balls.

"I have six of these balls. You may bounce and catch them many times if you are here early in the morning."

This free use of balls is very essential, for each child needs many, many opportunities if any real growth is to be secured in co-ordinated movement.

The circle of little folks was reunited after this more individualistic game by the much loved, "I put my right hand in," etc., and after it the little ones returned to work at the tables.

GENERAL REMARKS

I noted that Miss Palmer's method of discipline was marked throughout the morning by a quiet atmosphere. Occasionally a child's name was spoken very distinctly to call his attention as, "Grace—listen." Words were few.

I noticed materials were all prepared beforehand and ready for distribution. The children were helpers. Each child's materials were kept together by the use of a thin wooden plate, a very useful device in using the Hailmann beads, and in keeping scraps of paper together.

I noted that the general method in occupation work appeared to be as follows: 1. The children were shown what was to be made, the teacher making it. 2. The materials were distributed. 3. The children proceeded to imitate the teacher's model. 4. The teacher attended to individuals. 5. Free work for those who had completed the task.

I noted that towards the end of the session less concentrated attention was required, the teacher recognizing that the little ones needed rest. Miss Palmer tells me that it is her custom frequently to allow free play with whatever has been made to take home during the last fifteen minutes. The children enjoy this opportunity very much. At home there may be no one who cares to share the fun, no one really sympathetic enough to understand the possibilities of play in the paper boat or wagon or whatever the little hands may have made. Again some children play much more intelligently than others and lead the less imaginative. But Kindergarten is over and "we are going home." Goodby, goodby. Remember the new dolls and our bouncing balls and come early tomorrow. I would have been glad to see the return.

He is our friend indeed, who tells us of our failures. He runs the risk of displeasing us and making an enemy, but rather than see us doing daily the things that are better left undone he tells us, or does something to show us our errors. He who never made a foe never had a friend.—*Goethe.*

Don't let the stream of your life be a murmuring stream.

Blessed is he who has found his work.—Carlyle.

A GLIMPSE OF THE MONTESSORI METHOD.*

W. N. Hailmann, Ph. D.

Much credit, indeed, is due Dr. Montessori for her thoughtful suggestions in whatever touches instruction and discipline, her ingenious devices in the training of the senses, her loyal adhesion to the still struggling principles that underlie the new education of our day, for her trenchant criticism of certain stubborn scholastic abuses, for her sympathetic appreciation of the lovable instincts of childhood, for the splendid spirit that pervades every phase of her work.

Many of her utterances on the principles of method are classic in form and content, breathe a truly prophetic spirit. Thus in her plea for self-activity: "All victory and human progress rest on inner force." And, in speaking of our ignorance of child psychology: "We have tried to subdue our children, instead of conquering them from within; we failed to discover their gentleness, their sense of justice, their eagerness to know. They passed by us without revealing themselves to us."

Again, in pleading for freedom and independence on the part of the child: "Doing for the child is easy, but enslaves." "The child that does for himself doubles his strength, conquers and perfects himself;" and "The consciously free child reveals his individuality, develops truthfulness."

In speaking of prizes, etc.: "The system of decorations, medals and promotions destroys ideas and ideals and brings subjection to another." "Man must begin to feel the true and only prize that never deceives, the rise of human power and of freedom in his inner life."

Of environment, of which the teacher is the chief element, she says that it is the secondary factor in education, that it "can modify, as it can aid or destroy, but it can never create. It is life that creates."

Similar quotations might be multiplied indefinitely, but these will suffice to indicate the high inspiration that is guiding her work, as well as its great value to educational interests.

Much admiration, too, is due her modesty in the preparation of her first report of her work. It is true, her book carries the somewhat pretentious title "The Method of Scientific Pedagogy." Yet she distinctly disavows that it is a "treatise" on the entire subject, claiming only that it is an account of introductory experiments which she proposes to continue and which, she hopes, others will continue in day nurseries, kindergartens and elementary schools.

Her method is strictly scientific, rests upon observation and experiment. She would free herself from all traditional prejudice and begin afresh, would secure in every instance certain environmental stimuli and observe the child's response with least possible interference on the part of the observer who ceases to be *teacher* and becomes *directress,* not of the child but of the experiment. The purpose always is to stir self-activity, to secure self-help in achievement on the part of the child, to establish a process of "auto-education."

In her experiments she excludes, consequently, the devices of the psycho-physical laboratory in which the child is essentially passive, and has recourse to devices based upon her experience with defectives. "This same material," she claims, "renders possible the education of defectives, while in normals it stirs auto-education."

She seems to overlook the fact, however, that the scope of such material is necessarily narrow. It involves excessive stress upon sense-training and corresponding neglect of the imagination and of spontaneity in purpose, in short, of the deeper phases self-realization and self-expression.

Similarly, there is only incidental attention to social interest. She finds that "the one real biological manifestation in child-life is the individual child," and that "aid to the normal expansion of such life is education." And the appeal to such individual expansion in practically individual isolation is the dominant object of the exercises. There are, indeed, a few "collective exercises," e. g., her excellent "game of silence," some features of the morning exercises, the collective gymnastic exercises and song; but truly social work in which each participant contributes an individual share to the achievement of a common end, are practically omitted, unless, indeed, the luncheon, free play, some directed games, and the household chores of the older children can be so classed.

This is not offset by the reported result of

*The Montessori Method of Scientific Pedagogy as applied to Child Education in "The Children's Houses", by Maria Montessori, translated by Anne E. George. Introduction by Professor Henry W. Holmes of Harvard University. Price $1.75 net.—New York: Henry Stokes Co.

the work that "the children are serenely happy and exhibit the freedom and grace that result from mastership over one's actions," nor by their "frankness and courtesy;" for these qualities are quite reconcilable with the complete absence of social spirit.

Among the many achievements with her children in her day-nurseries, the one that has received greatest attention is her success in teaching the little tots the arts of writing and reading. She did not enter upon these experiments spontaneously but hesitatingly, at first, in response to urgent requests of parents. Her unexpected success proved so overwhelming that she, too, was carried away to such an extent that even in her report all other possible outcomes of her fine sense-training pale before its bearing on the acquisition of writing, reading and arithmetical notation.

Her method of teaching writing is unquestionably good insofar as it rests on drawing and avoids all fuss about holding the pencil or pen. Yet the abrupt passing from the first exercises in drawing to the drawing and writing of letters seems arbitrary. It is certainly not based upon or called for by any felt need of the child. Moreover, her quite justifiable criticism of the antiquated method of teaching the art does not apply to American schools, where more rational methods have long been in vogue.

Again, it should be remembered that the strictly phonetic character of the Italian language, coupled with the ideal simplicity of its vocal and consonant elements renders this "surprising success" quite easy for Italian children, more especially when they have been so ideally prepared to follow forms with well trained fingers, to hold shapes in their well developed muscular memory, and to imitate these on blackboard or floor.

In a simple and consistently phonetic language like the Italian, a strictly synthetic method, based on the unvarying correspondence of sign and sound insures a measure of success. On the other hand, the varied and apparently arbitrary relations of sound and sign in the English language, coupled with the vast increase in vocal elements, calls for a great amount of phonic analysis in preparation of subsequent synthesis in writing. In short, the English speaking child must read before it writes.

Indeed, the mischievous influence of one-sided synthetic practice upon other important phases of child-life and upon language development as such is illustrated by Dr. Montessori's own experience. Admiring friends had sent to the children illustrated books of simple stories. But it was found that the children preferred their cards to the books. They even took no interest in the stories, when told them by the teachers, but "after a few words they withdrew their attention . . . and gradually there arose among them noise and unrest due to the fact that each child turned to its accustomed occupation without continuing to listen."

Obviously, while the children could write or draw letters and words, they were still strangers to language, to its bearings on feeling and thought, to its social value.

It seems doubtful, therefore, that even a language, ideally simple and consistent in its phonetic make-up and graphic symbolism, can bear such neglect of its inner wealth and power in the interest of its graphic mechanism. Indeed, as between the two, it would seem that the child who can express feelings and thoughts, who can tell and enjoy simple stories, who possesses only what Dr. Montessori terms the "logical language," has a worthier and richer outlook upon life, than one who has found interest only in the "mechanism of language." Surely, even in such a country the *thing* is of greater value than the *symbol.*

These considerations are not meant in any way to detract from the great value of Dr. Montessori's devices in introducing children under elementary training to the art of writing. With suitable modifications in adjustment to particular needs, they will prove invaluable in securing spontaneous interest on the children's part and in overcoming many serious technical difficulties.

Too much cannot be said of the intelligence, the practical skill and insight, the sympathetic devotion Dr. Montessori brings to her work as organizer and director of the *Case dei Bambini, Houses for the Little Children,* rather extravagantly rendered at times as "Houses of Childhood."

Primarily, these houses had a purely philanthropic purpose, the care, during the working hours of the day, of the children of the poor tenants of extensive tenement houses who needed such assistance. With a far-sighted philanthropy, worthy of universal imitation, the owners of these tenements established the children's house in the spacious

inner court, itself transformed into a garden and play-ground, equipped it with sanitary appliances, and employed a resident teacher, a custodian and a physician to look after its interests. Dr. Montessori was invited to organize and to direct their work.

Her success attracted widespread and merited attention. The work of the Children's Houses found many imitators, and many of her devices found ready entrance in day nurseries, kindergartens and private elementary schools. In 1909 she published an account of her work under the title of "Method of Scientific Pedagogy," now accessible to English readers in an excellent translation by Anne E. George, published by the F. A. Stokes Company of New York.

This translation is furnished with an introduction by Prof. Henry W. Holmes, of Harvard, which is distinguished by its fair and unprejudiced appreciation of the work.

To this translation Dr. Montessori has added among other matter a chapter on discipline, which is exceptionally fine and full of precious nuggets for teachers and parents. I cannot refrain from quoting a few of these:

"The first dawning of discipline comes through work, interest in a piece of work, whatever this may be." "Discipline is always reached by indirect means. The end is obtained, not by attacking the mistake and fighting it, but by developing activity in spontaneous work." "Discipline is not a fact but a path in following which the child grasps the abstract conception of goodness with an exactitude that is fairly scientific."

"Children are not understood, because we judge them by *our* measure. We fancy that the child in his activity is after some tangible object and lovingly help him, whereas in truth he unconsciously is after his development. He prefers the act of washing to the satisfaction of being clean."

"Left to themselves in their work, children are slow and exceedingly patient. We often grow impatient with them and tyrannically force ourselves or our help upon them, and then accuse them of impatience or tyranny." "To obey it is necessary not only to wish to obey, but also to know how to obey."

Elsewhere she has said: "An individual made artificially silent like a mute and immobile like a paralytic, is annihilated, not disciplined. We call disciplined one who is master of himself and who deliberately follows a rule of life."

THE FUNCTION OF THE KINDERGARTEN IN THE PUBLIC SCHOOL SYSTEM

By Lucy Wheelock, Boston, Mass.

All kindergartners would agree on three fundamental Froebellian principles. These are the importance of each stage of growth, the development of self-activity, and the belief that we are all members one of another. To exemplify these in practice through specially selected means and the organization of the play activities is the function of the kindergarten.

If it be true that in America nearly fifty per cent of school children leave school before the sixth grade, and that the average period of school attendance is only five years, then every year conserved for education at the beginning is of the utmost economic value. It would also seem economically desirable to give the best tuition and guidance at the beginning when the kind of world each child is to see and to make is largely determined. From the relative cost of education in different sections one would judge by this fact has not been fully recognized.

The kindergartens is of value to the school system in minimizing the number of retarded children. About one-half of all retarded children are retarded in the first two years of school life. The retarded pupils cost the taxpayers upwards of $25,000,000 a year. They cause four-fifths of the nervous strain of the teachers. They rob the rest of the pupils of much of the teachers' attention that belongs to them. To save the $25,000,000 waste, the teachers' nervous strain, the time and effort that belongs to all the children would be a vast achievement.

The advocates of the theory that the young child is a "little animal" and should be left free to carry out his animal impulses in some convenient back yard, forget the scarcity of back yards in a congested city district. They also ignore the world-wide proof of the assertion that those who guide the first seven years of a child's life may make of him what they will. They fail to see that a civilization which desires to "let the ape and tiger die" must view the child as father to the man.

For the thirty years of its existence in this country the kindergarten has held to special educational materials designed to aid and abet the child's self-activity. These materials are used to develop the powers of observation, comparison, investigation, experiment and in-

vention. They are organized into a series, that there may be progressive guidance and consecutive exercises. They offer means of sense training, but this is not their final purpose. Neither is motor training or manual training the chief end. Their goal is efficiency, which is the power to do, to produce.

"We must begin in infancy," says Froebel, "to discipline and train the hands and fingers. We must teach the children to use aright the different members of his body, so that when he becomes capable of productive activity the objects he produces may have real worth."

The "complete activity" demanded by Froebel, in which are blended body and soul, calls for application, interested attention, and the artist's joy in making.

This aim of productive activity distinguishes the kindergarten at once from the Italian system now so much before the public. The theory of education through play is common to the two systems, but the use of play materials to provide a quick and easy approach to the arts of writing, reading and arithmetic which is a characteristic of the Montessori method, does not form a part of the kindergarten scheme. Its materials are developmental, not "didactic." It makes sense training and motor training a part of its educational plan, but not the whole. Nor does it limit its production to hand work.

The song, the rhyme, and the story appeal to feeling and influence the imagination, that faculty which rules the world. The scientific pedagogy by Dr. Montessori places emphasis on practical life, and disclaims any appeal to the imagination. But it is most unpractical to ignore the faculty which has built cities and adorned them, bound continents together, and given to man the bread of life.

Finally we must consider the function of the kindergarten as a place for social training, which seems to be excluded from Dr. Montessori's system. It would be difficult in a public school system to promote any theory of education which did not recognize the value of group and co-operative work. School is not preparation for society. It is society. Here as in the greater world the law of membership holds: "We are all members one to another." The preliminary to working together is playing together, and at all stages we must live together.

Free play gives scope for the development of individuality. It originates. It discovers. It explores. It gives freedom and power.

—Excerpt from Address

PROBLEMS IN PHILOSOPHY WHICH AFFECT PRESENT EDUCATIONAL IDEALS.

HERBERT MARTIN
Drake University, Des Moines, Ia.

Every teacher worthy of the name must have a philosophy. By that is meant that each has some purpose, more or less worthy, whose realization is aimed at through the teaching activity. It would be interesting, but is not here proposed, to have an inventory made of the varied purposes of those of you who have resigned yourselves to the endurance and duration of this paper. Some one asks, do you mean to say that *every teacher* must have a philosophy? Precisely. Passing by the grosser purposes that have attracted some to the teaching profession, some one further inquires, do you mean to say that I, who am neither a school principal, nor head of a department, but a mere assistant, must have a philosophy? Yes. Still some one persists and says I find that I can get along more successfully by seeing to it that I have no ideas of my own and simply yield myself in the completest submission to the dictates of my superiors in office. I reply if you have no ideas, no contribution to make, you ought not be in that teaching position. Since you are in that position you ought to make some contribution. Or, otherwise expressed, the earnest, modest, intelligent administrator, or departmental head does not for a moment assume that all problems either in the theory or practice of education have been settled beyond the possibility of reconsideration. The functions of superintendent, principal, or departmental head are in no sense determined in an *a priori* way, or final form. Their function is that of adviser and counsellor, never that of czar. The school from the standpoint of the administrative and teaching force is, or ought to be, social, co-operative, organic. Under such conditions each teacher is properly levied upon for a contribution to the meaning, elucidation, and enrichment of the concept of education, its place and value for life.

Philosophy is a man's effort to explain and co-ordinate the varied phenomena of his world and thus discover its meaning. It grows out of life and in turn gives form and fashion to his life. When man begins to wonder he begins, says Plato, to philosophize. The mythologies of Homer and Hesiod were a philosophy in that by this means their won-

ders were satisfied. Philosophy proper, however, began only when Thales discovered that to refer the origin of natural phenomena to some mythical source was no explanation at all. Greek philosophy began then in the seventh century B. C. by reflection upon nature. They asked, what is the essence of things, what is the permanently real, the abiding, amid this flux and change of phenomena? In answer to this inquiry early philosophy found itself divided into several groups or schools. The Milesian school sought to find "the original ground of things which outlasts all temporal change" and which would account for change, in water, air, or the infinite or boundless. Following these unsatisfying attempts to account for permanence and change we find two schools each of whom in turn denied one of these two factors. The Eleatic philosophers, Xenophanes and Parmenides, deny reality to change and becoming and find reality to consist only of pure, changeless, birthless, deathless Being. Heraclitus on the other hand is the great apostle of change. Permanent being is an illusion. "All things flow; nothing abides." We cannot say that things are. They are only about to be, are in process of becoming. *Becoming,* according to law, is for him the only reality. Following these extreme theorists we have a mediating philosophy known as atomism. It seeks to explain being and becoming by positing atoms moved by attraction and repulsion or by internal or external forces. This problem of the relation of Being and Becoming attained its completest solution in Aristotle. For him true reality is that which unfolds in phenomena themselves. There is no Being apart from Becoming. Reality reveals itself and exists only in phenomena. Becoming is the process in which reality is revealed. "The essence has not any second, higher reality beside and apart from phenomena; it exists only in the succession of its phenomenal manifestations, by means of which it realizes its own possibility."*

Reality thus becomes the individual developing from potentiality to actuality. The reality of the self then is neither the *I am* nor the *I shall be* but consists in the process by which the one unfolds into the other.

The conception of development, of reality as a process of becoming, is significant for education. Static views of the universe have been displaced by dynamic. Evolution is the great illuminating principle of modern thought. In its application to things, institutions and selves life has been immeasurably enriched. The thought of self no longer in terms of static being, but in terms of becoming, whose curve of meaning is not yet plotted, whose present is but an arrest, a cross-section in the processes of his becoming, such a re-appraisement of individual life gives seriousness and dignity to the whole enterprise of education. Fellow students and workers in this most inspiringly fruitful field ours is not to work with inert or dead matter, ours is the high calling of God, the creation of increasingly noble and beautiful forms, the fashioning of spirits whose progress shall outrun the stars.

Under the reaffirmation of the Greek thought that mind, that self is in process of becoming, that being is in the present progressive tense, our educational attitude and program have undergone modification. The child is no longer a vessel to be filled or a soul to be kept pure. The problem has been transformed. It is now a fashioning, a formation rather than the information of a soul. Education is being evaluated in terms of production rather than possession. The important desideratum is "what has the child become" rather than "what has he learned." Education is now serious and vital, is a process in soul-building. This re-emphasis of an old thought growing clearer from Aristotle through Bruno and Bacon, Galileo and Newton, Leibnitz and Kant, Darwin and Spencer has resulted in the modern awakening to the real significance of education. From the kindergarten, through the grades, to high school, to the college and the university, these represent stages in individual development, degrees of achievement in the progress of the soul's becoming. The school is a constructive rather than an instructive institution. More and more under the inspiration of this principle of development, the outgrowth of the older Greek problem of Being and Becoming, will education be conceived of as a constructive activity, as a process of man-making. Mind, soul, or self will be thought of in terms of process rather than product, of becoming rather than being.

Another problem of perennial interest implicit in the foregoing is that of the One and the Many. The Greek physiologers sought to explain the varied phenomena of nature as manifestations of an underlying principle or

*Windelband, Hist. of Philosophy, p. 140.

substance. The unity of the universe was perhaps more unquestionably accepted by them than its variety. A superficial study of our experience reveals to us the fact that the world is Many. From different points of view our world of experience is shot through and through with the dualism of self and not-self, of universal and particular, of subject and object, of mind and matter, of identity and difference, of ego and alter, of inner and outer. On the other hand there is equal evidence that our world is One. In terms of biology, I quote, "But with all that we may say of the universality of variation and the prevalence of individualism, we are equally impressed with the underlying unity. There are only a few types of structure among animals, and in these few the beginnings in development are the same. The plants show similarly a few modes of development, and all the range of families and forms is based on the modification of a few simple types. Moreover all living forms, plants and animals alike, agree in the fundamental elements. . . . The unity in life is then not less a fact than the diversity.† With a vengeance we might almost say do we see the inseparable relationship between the One and the Many not only in that the individual from infancy to maturity passes through in a general way the several stages of race development, but when we are further told that even in his embryonic development in the same general way he recapitulates the life of the whole biological scale. But to return. This manifoldness above referred to somehow is *Mine,* things converge and are unified in *Me.* Subject and object are found to be inseparable. Self is meaningless apart from not-self. How then shall we resolve the contradiction that our world is *Many* and at the same time is *One?* As in early Greek philosophy we found some who solved a similar difficulty by denying either term of the antithesis between being and becoming, so here were found those who so stressed the unity of reality as practically to deny the Many, and on the other hand those whose emphasis was such upon the Many as to deny the unity of reality. A compromise appeared too between these Monistic and pluralistic extremes. Monadism accepted the plurality of things, but sought their unity in some external source, by a kind of pre-established harmony. That none of these solutions proves satisfactory is obvious. Any adequate solution must recognize both the oneness and the manyness of experience and, besides, that the relationship is much more immediate and inherent than a parallelism, or a pre-established harmony. May they not prove to be different aspects of the total fact of experience, different emphasis due to different interests? Aristotle was not far wrong when he said, "The universal is real or actual only in the particular; the particular *is* only because in it the universal realizes itself.‡ Such dual forms of experience as one and many, unity and variety, etc., must be regarded more as correlatives. Each has meaning only in the other. They are inclusive not exclusive. No individual lives to himself in isolation either from other selves or from his world. "A life without friends," says Aristotle, "no one would desire, even though he possessed all other goods." He might have gone further and said that a life without one's fellows would be an impossibility. The unthinking mind is apt to regard the individual self as self-sufficient, self-existent, independent of all other selves and things. As physical beings, our origin is social. We are cradled in a social atmosphere. What a testimony to the fact that life is social does the prolonged infancy of the human young bear. The most helpless of all the animal creation and for the greatest length of time is he. Out of that has grown the home, the highest type of social institution. The obverse of this proposition is entertained by some, viz., that the elimination of the child will be accomplished by the decay of the home. The individual develops under social stimuli. He comes to know himself through his physical and spiritual environment. In play and in work he is a social being. His language is a social product and has meaning as a social instrument. His needs are satisfied through the division of labor. His growth into conscious self-hood is through contact with his surroundings. He reveals himself to himself through meeting the demands of his environment. In terms of our earlier discussion he becomes only through participation in social life. The self unfolds as it infolds and assimilates its environment. Each of us can truly say I am society focussed at a single point. Society, or the state, says Plato, is the individual writ large.

The social dependence of the individual is seen in Plato's scheme of elementary educa-

†Jordan & Kellogg, The Evolution of Animal Life, pp. 22-23.

tion in the large emphasis placed upon *Imitation.* He here talks in modern terms. He would reform the old mythologies, would expurgate Homer, for his heroes would not make good models for youth. The lusts and treacheries of the gods he would banish for "the youth who believes that such things are done by those who have the blood of heaven flowing in their veins will be too ready to imitate their example." Speaking of literature, he says: "Any deeds of endurance which are acted or told by famous men, these the children ought to see and hear. If they imitate at all, they should imitate the temperate, holy, free, courageous, and the like; but they should not depict or be able to imitate any kind of illiberality or other baseness, lest from imitation they come to be what they imitate." His appreciation of the power of music is seen in that he would have it preserved without innovation, for "when modes of music change, the fundamental laws of the state always change with them." Through the imitative activity of the mind, by the selection of the best and worthiest in literature, music, nature and art, the youth at seventeen years of age would be filled with an admiration for the true, the beautiful and the good, and with a desire himself to be a brave man, a doer of noble deeds and a speaker of swelling words.

This same notion of the self as a member of the social whole is seen in his Republic, his ideal state. The citizens were divided into three classes, artisans, warriors and rulers. Each class had its own functions to perform and in performing these contributed to the well-being of the whole. By a process of selection each man found the place he was fitted by nature to fill, and in attending to his own business the whole state became not Many but One.

Our progress thus far has yielded two results: first, individuality is a growth, a process of becoming, and that education is a contributing agency to that development; second, that self-hood is achieved in a social way, under social stimuli. We shall seek now the function of education from the viewpoint of man as social. The most evident conclusion will be that education is now a socializing process, and the school a highly specialized institution for the socializing of the individual. We have now on the one hand the child to be educated with a certain outfit of inherited capacities, and on the other society with its accumulated values ready to be translated into terms of the child's growing life. The chief agency for the translation of these values is the school. The schematized form in which they are presented to the pupil is the program or course of study. We now have our problem analyzed into two factors—"The Child and the Curriculum."§ We need ever to keep clearly in mind that our course of study represents the life of the race short-circuited and conceptualized. It represents those values that have proved their worth in satisfying human need. The administration of the curriculum then is but the process of retranslating the adult experience of the race into terms of the needs and experience of the less mature life. Under such a conception how large bulks our philosophic problem of the One and the Many. It is that of the One becoming through participation in the Many; it is the Many being reincarnated into the One. The great Teacher of the Christian religion has set the standard for everyone of us teachers when he tells us that he came to give life. To give more life, deeper life, worthier life, richer life is the teacher's enterprise, is his vocation in response to humanity's deepest cry. Every teacher who at all succeeds in making this translation of experience is solving in practice a problem in philosophy that the profound Plato could never satisfactorily solve in theory even for himself. Through this retranslation of the schematized curriculum, of the race experience, into the life of the growing child does the child unfold and become. How this conception of the teacher's function illuminates his whole horizon with a richer radiance, transforms the otherwise humdrum routine into the highest and most compelling inspirations, and recasts and dignifies his life.

One other problem implied in our earlier study was that as to the origin of change and becoming. Empedocles attributed the changing relations between his elements to the influence of two independent external moving forces, *love* and *hate.* Change and becoming originated for Anaxageras in the activity of an external force-substance called Reason. With Leucippus the atoms, the original units of all forms of reality, are self-moved, combined or separated by an indwelling self-activity. For Plato a self-active soul was the intermediary between the One of the world of true Being and the Many of the world of

‡Windelband, Hist. of Philosophy, p. 140.

§See Prof. Dewey for an excellent treatment under this head.

Becoming. In Aristotle there is no external cause of changing phenomena. Being is related to Becoming under the concept of development. Phenomenal becoming is but self-active being realizing itself. For Leibnitz monads, the ultimate reals, are self-active. Modern philosophy and psychology alike recognize and emphasize self-activity in all stages and forms of mental development. Being and activity are synonymous. "To be is to be active."

The child we have said has come from the race and develops through social relationships. In a certain sense his physical birthright has been thrust upon him. Into his great racial inheritance of social values he must come by achievement. They cannot in any degree be thrust upon him. Only as he qualifies himself by active effort can he possess himself of this inheritance. Self-hood is won in life's stress and struggle. Self-activity is the key to self-hood. Education might well be defined and for my immediate purpose I now define it as all those processes and activities on the part of the individual by which he shall enter ever more consciously and purposefully into the varied forms of his total racial inheritance.

Modern psychology emphasizes the fundamental place of action in our mental life. Indeed our bodies are made and equipped for action. Controlled activity is the ideal meaning of the mass of muscles in our bodies. Activity is one of the most fundamental characteristics of childhood. Action first and reflection later. This principle finds large place in that beneficent movement under whose auspices we are met today, whose achievements in the face of opposition, ignorance, prejudice, misunderstanding and even misrepresentation have been truly blessed, whose influence has *made over* our educational practice, and whose increasing vigor, due to a clearer grasp of its meaning and purpose is prophetic of blessing to generations yet unborn. The kindergarten stands first of all as I understand it for the employment and expression, the cultivation and control of all the normal activities and interests of these little ones. As the plant food to be of value toward the growth and life of the plant must undergo chemical change, as the food taken into the human body must be worked over in order to be assimilated and to contribute to the body's growth, so must the individual in striving to possess himself of his racial inheritance work it over and transform it and by so doing make possible his own growth into self-hood. We may inherit a library but not literature, we may inherit a family bible but not religion. These are spiritual possessions belonging to the deep places of life. To possess them is to achieve them through living them. We enter then into our spiritual possessions in the degree to which we are qualified. Recognition of this fundamental principle of self-activity is the basis of the more practical and experimental methods employed so largely in education today. Through the principle of self-activity in the pursuit of ends does self become, does it achieve worthier self-hood.

May I suggest here in passing a possible danger in our present program. In this age of commercialism even in things spiritual, of pragmatism in philosophy, of selfishness in society, of professional and trades schools, of indifference and irreverence toward the older educational ideals, may not our present pace cause us to forget that man lives not by bread alone. The problem of education is not so much to fit man for making a living as for living itself. May there not even now be a need for a re-emphasis of some of those older and sturdier ideals which gave birth to our republic and which should prove our richest heritage.

Let me now gather together two or three things in conclusion. This racial inheritance into which it is the child's right to come is held in trust. The home, the school, society and all forms of institutional life are the trustees of this inheritance. To you and to me has this trust been committed. We are its chief executors. Shall we remember that we do not possess this ourselves outright. We are to use it and pass it on enriched because of our participation in it. To pass it on is, from our viewpoint, to qualify those who shall come into it, to possess it. The individual actually and actively possessing himself of his inheritance on the one hand, society administering its trust on the other, these are but two sides of the one process, the co-operative process of education.

Not only is society under obligation to each child but education is altogether incomplete and fragmentary that does not teach the individual, that does not bring him to a consciousness of his own obligation to society. In Plato's cave you remember the chains that bound one man to the world of shadows were loosed and he was gradually brought into the world of light, truth and reality. This for

Plato was education, the lifelong process of turning the soul over more fully toward the light. When this freed individual found himself in possession of life's real values he was not content to remain in the world of light, but, thinking of his fellows still chained and enslaved to the world of moving shadow-shapes, voluntarily returned to them and even endured their chidings as he painfully tried to readjust himself to them and bring them, self-satisfied as they were, to an appreciation of those realities of whose existence they were blissfully unconscious. So must education today impress upon us the sense of our social obligation. Social in our origin, developing self-hood under the stimuli of social ideas and ideals we are debtors to our parents and ancestors, to that great multitude who in science and literature, in religion and art, in discovery and invention, in the stirring times of war and the more homely toils of peace, have made possible for us the rich heritage into which we have come.

Under the stimulus of this sense of social obligation where the individual sees himself as part and parcel of society he will give Gal 5—Kindergarten JIM himself voluntarily to the service of society. In so doing, in losing himself in social service he shall find his own true self-hood. It was a worthy ancient ambition to give one's later years to the service of the state. Can our ideal be any less? Ought it not be greater still? Of those to whom much is given will much be required. Some years ago I read a magazine article to the effect that by fifty or fifty-five years of age every man should have attained such a competency as to enable him to give his remaining years, his richest years freely to the service of the state. Is not this a worthy thought at least? True it would eliminate that class of so-called public servants whose private interests are above the public good. That could be endured by the rest of us. Such a conception of education would mean the transformation of our philosophy of life from that of selfish getting to that of social giving. It would mean the actualization of the Kingdom of God.

The world owes much to Froebel for the inspiration of the present day methods of instruction of the child. His principles were general and vital and entirely in harmony with modern thought. * * * Of all the philosophies which have been advanced in the past, only the philosophy of Froebel remains unchanged at the present day.—Dr. Irving King, Iowa University.

The Place of Certain Kindergarten Principles in Modern Educational Theory.

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(Continued from last issue.)

The child is never merely *impressed* by the external world. He appropriates it. A sensation is possible only because he is first of all trying to do something. The sense experience is the *resultant* of his interaction with the world. The sensation resulting from the presence of a brightly colored ball is rendered definite and clear because he is, to start with, reaching out in a vague, undefined way.

In the same manner, the percept is the product of self-activity, of impulse. It is something built up through the endless reaching, touching and handling of objects. All the complex mental states of the mature individual are thus the outcome of constructive activity, all of them are evidences of the fact that he has striven, has worked, has done something.

The dynamic psychologist holds that real learning is, never predominately passive receptivity but rather active appropriation, always a constructive process in which every child builds up his own world, creates it, if you please, as he puts forth his impulses. It seems to me that this point of view is quite in line with Froebel's conception of the supreme importance of self-activity. The dynamic psychology would thoroughly agree with him as to the absolute necessity of conserving these impulses and encouraging them for only by keeping them alive can he become a developed personality.

Self-activity, or impulse, was not, however, considered by Froebel as a final and all-sufficient principle for education. It was not mere self-activity that he urged but activity in connection with other selves. The whole series of "Mutter and Kose Lieder" provides a continuous opportunity for social interactions. The first impulse of the baby to strike out with his feet gains definiteness because the mother holds out her hands for him to kick against. So it is of all impulses, their normal medium of expression is within a social atmosphere. In this way they are woven into the fabric of a social personality.

Through sympathetic social interplay there is almost endless opportunity for the play of self-activity in the highest and best sense, for it is in one another that we live and have our being.

Here again there is a development in modern educational theory which is in striking harmony with the principles of the Kindergarten. The prevailing educational psychology is becoming more and more social in its character, at least the educational theory is socialized. A mere psychology of self-activity will not carry us very far, nor will it be satisfactory as far as it is able to take us. There are obviously certain forms of action which the school can scarcely use, at least in their raw form; of these one may mention the acts connected with the expression of anger. Certain varieties of self-activity need be definitely controlled in the interest of the child and of others. There are other impulses such as those expressed in curiosity which though most valuable are apt to be short lived, at least lacking in the

sustained energy to carry them to a successful conclusion. Here again the social environment is most important. The teacher for instance may help direct and keep active the initial driving force of the child so that he goes farther under social pressure than he ever would if left all to himself. From his association with the teacher and with others with whom he may be in vital **rapport** the scope of his desires is broadened and enriched—many motives for action, many complex interests are thus built up upon the basis of his social interactions.

And yet we do not have to go back very many years to find the teaching world saddled with quite a different conception of education, a purely individualistic view. Social motives, social stimuli and social ideals were entirely ignored and, in the light of a narrow psychology and of such an aim as the harmonious development of all the powers of the individual, it was supposed to be possible to train the child without any reference to his being now and continuing to be one among other human beings all bound together by various social ties. But a change is coming over us to-day. Practically every aspect of the general educational problem is more and more seen to be a social problem. Education itself is a great social enterprise, a specialized tool for meeting certain social needs.

The school itself is a little society with all the possibilities for mutual stimulation and character development that social life in general affords. Mental development in general and learning in particular are coming to be recognized by the present day educator as essentially socially conditioned. The influence of one person upon another both in physical performance and in mental work has been subjected to careful experiment and measurement.

All in all, we may say that the social view of education which was central in Froebel's philosophy is coming to be one of the striking aspects of modern conceptions of education.

Growing directly out of the recognition of impulse as vitally important, or rather one of its specific applications, is the recognition of the value of play in education. The playful attitude is one of the immediate manifestations of spontaneity or of impulse. Play affords a most important opportunity for the expression of free impulse. It brings the child into manifold contacts with the world of persons and things. Much has been said about the instinctive basis of play and its value as anticipating and preparing for the serious activities of later life, but here we are concerned mainly with the immediate and obvious fact that it is something essentially spontaneous, an expression of the innate impulsiveness, eagerness, enthusiasm to be doing something.

Much criticism has been expressed in certain quarters over the imagined (possibly real) tendency to extend the Kindergarten ideal of play into the upper grades and even into the University, the tendency to deprive education of its serious effortful quality and make it a mere game or a series of games. The critics have here in mind a real difficulty, but it grows out of a distorted conception of play. If by play is meant nothing but a series of games, undirected activity, the child to do only easy things, things which require no effort, then it is certainly demoralizing for school education. I am convinced, however, that the difficulty grows out of a failure to discriminate between the mere objective play of little children and the underlying attitude which that play expresses.

This underlying attitude, which is the essence of play, is that of eagerness of overflowing impulse, desire to be active on one's own account in distinction from activity which is directed altogether by some external agent.

I contend that the playful attitude in this sense is of the utmost importance for all stages of education. This open, free, eager attitude of mind is the ideal learning attitude for the university student as well as for the child in the Kindergarten. It expresses itself in abundance of free, exploring impulses, it is the attitude shown by the explorer, by the inventor, by the scientist in his laboratory. It is the medium of all discovery, of all growth. It is the distinguishing characteristic of interesting, really productive work as over against mere drudgery. In a real sense the world's great doers have kept the play spirit in all their work, in fact, hard though their work may be, it is always supremely interesting to them because they feel themselves to be free agents, creative beings, their work fascinates them because it is in its essence a game, more refined and complex than the games of childhood, but a game nevertheless, affording opportunity for the free expression of the complex impulses and purposes of the adult.

The greatest evil of traditional school work is that it is not so organized as to enlist the spontaneous eagerness of the pupil. He is from start to finish confronted with dictated work, with tasks, not with opportunities. He may "find" himself in these tasks, he may really approach them with the free, playful spirit, but more than likely he does not. He does his school work in a perfunctory fashion; it does not enlist his hearty, enthusiastic response. Consequently, the results of his efforts are pitifully meager.

I am not prepared to say how all school work can be approached thus; my contention is simply that this eager, playful spirit must be present at least in a part of the work of the school if that work is to be effective. The recognition of this is growing, and it is simply an extension into the dreary wastes of higher schooling of the play principle recognized and utilized by Froebel in the kindergarten.

The present day is rife with interesting educational experiments, many of which, while in no sense the outgrowth of the Kindergarten, are nevertheless based upon a conception of child nature that has many things in common with the attitude of Froebel and his followers. The case of the much-talked-about Wm. James Sides, the young Harvard prodigy, is one of these. I am not interested in weighing at this point the respective merits of nature and nurture in making him what he is, but rather in calling attention to certain theories of education which his father and mother have followed out in training him. It is worth noting that

they claim that any present superiority he has over other children is due to this method of training him. In the first place, they began his education when he was yet an infant, recognizing, as did Froebel, that there is an education appropriate to even the earliest years. They believed it was a mistake to let the child mind go without training till the usual age of entering school. Not that the little brain should be taxed and made to work, but that from the very first there are exercises quite within its scope and exercises which should be highly beneficial to it for the later stages of its growth. Just as the little body needs exercise that it may grow, so the nerve cells need exercise along right lines. If a child is neglected in these early years he may acquire all sorts of undesirable habits of mind as well as of body that it will later take much time and energy to correct. Their idea seems to have been that this first plastic period is of the utmost importance for the progress of the later years, and that if it is given proper attention the child may have a great, an almost incalculable advantage over one who has had no such attention given to him. John Stuart Smith was one of those whose education began in this most plastic of all periods, and he estimated he thereby gained an advantage of at least twenty-five years over other men of his own age. So ready is the child in the years of infancy to profit by certain types of training that one year of proper care at this period may be equal to five years of schooling when the period of extreme plasticity has past. It is veritably a golden period for those who know how to deal with it.

As to details of procedure at this time, it is curious to note how like they are to the suggestions given by Froebel. The little Sidis boy does not seem to have learned under pressure, but altogether in the spirit of play. He was eager to find out about the world in which he lived, just as most normal children are. He fortunately lived in a social environment which was able to satisfy his eagerness. There is scarcely anything which a little child is not interested in and about which he cannot be taught something that is worth while. He wants to know all about what he sees other people really interested in. In the case of young Sidis, it is said that he learned much about comparative anatomy when he was scarcely five years of age, because he saw his mother studying it and he wanted to know what was clearly so interesting to her. I know from personal experience that it is easy to teach youngsters of this age many things worth while in almost every field of science, in astronomy, in geology, in chemistry, in the history of architecture, and the like. I have never found anything but what would appeal to them in some way and which could be given to them in answer to their own questions. And the things thus given them usually stick in their minds and form the foci of concepts that will later be of the greatest value to them. As long as they are active, playful, eager, as long as they are having their full quota of child life, I cannot see that it can be of the slightest harm for them to be acquiring a fund of ideas that are true, that serve to open up little by little the great world of nature and of human achievement in which they must soon play a part. It is a strange notion of some that children of this age should be fed upon unrealities, fancies, grotesque falsehoods, rather than upon God's truth, that their minds are incapable of thought, and that when they are sent to school they must be exercised upon the abstractions, upon the skeleton of culture. Their minds are open and ready to receive from us if we understand how and what to give them; their training at this time can become an integral part of all their later growth—not merely furnishing the foundation for the later growth, but laying down the lines along which a right growth may occur. In most cases, however, the little child emerges from this early plastic period with an almost empty mind or with one filled with distorted ideas which he may never outgrow.

This much at least, then, we may get from the education of these seemingly precocious children: They have put forth their impulses; they have played in a rich social environment, an environment that nourished them and at each step led them into the right paths, without over-stimulating them, without developing their brains at the expense of their bodies. We may take it as a verity of child nurture that what he can learn without forcing, through play, will hardly hurt him.

Another most interesting experiment, which has unfortunately been exploited by sensation-mongers, is the work of Dr. Montessori in Rome. I shall not attempt to compare her work with that of the Kindergarten or to pass judgment upon it as a whole. However diverse some of her ideas and methods may be from yours, her success is in part due to an appreciation of the possibilities of this plastic period of early infancy. Her children learn many things through following their impulses in a right social environment. Things are not imposed upon them, and yet they learn easily and gladly. The details of her method are said to be carefully worked out on the basis of a deep insight into the psychological and physiological nature of the child, but it rests ultimately upon a recognition of the basic character of impulse and upon the fact that the child's learning is a constructive process, mediated by his own initiative and his own eagerness to make and to do. If one may trust accounts, Dr. Montessori has gone even farther than has the Kindergarten in trusting the child and letting him lead the way.

So much for the general meaning and value of impulse in education. I wish now to call your attention to interesting developments within the field of abnormal psychology which confirms in a striking way the contention of Froebel and of the dynamic psychologist as to the importance of this volitional side of life in all mental development. I refer to the theory

and practice of psycho-analysis developed by the Autrain specialist in mental diseases, Sigmund Freud and his followers. About three decades ago Frued disdiscovered that many pathological mental conditions which are described by the vague terms hysteria are the reult of of suppressed impulses and that providing for some sort of modified expression of these impulses (or for a realization of the desires) the diseased mind could be cured. This is not the place to outline all the complex details of the theory of psycho-analysis. An illustration may make the general meaning sufficiently clear for present purposes. The following case is fairly typical. An intelligent girl of twenty-one whose vital organs were all in normal condition was yet subject to very distressing symptons, such as severe paralysis of both extremeties, disturbance of eye movements and impairment of vision, nausea, when she attempted to take nourishment and for several weeks loss of power to drink in spite of tormenting thirst. By probing the deeper levels of her mind it was found that these symptons could be traced back to extreme inhibitionsof impulse that occurred some time before at the bedside of a dying father. When these forgotten and the supposedly irrelevant experiences were recalled and talked about the pathological symptoms were at first partially and finally completely relieved.

Another case, a woman of about forty, was afflicted with a peculiar clicking noise which she involuntarily made with her mouth when greatly excited. As Freud says: "It had its origin in two experiences which had this common element, that she attempted to make no noise, but that by a sort of counterwill *this* noise broke the stillness. On the first occasion, she had finally after much trouble put her sick child to sleep, and she tried to be very quite so as not to awaken it. On the second occasion, during a ride with both her children in a thunderstorm the horses took fright, and she carefully avoided any noise for fear of frightening them still more." (American Journal of Psychology Vol. XXI, p. 186.)

It may seem like a far cry from these cases to anything that concerns us here today and yet I am confident there is a most interesting connection. Let us follow the theory of psycho-analysis a little further. On the basis of such experiences, Freud conceived of the mind as being composed fundamentally of a series of impulses, desires, wishes, ambitions which are constantly seeking to find expression. These impulses are the driving forces of all mental operations. The primitive instinct of human nature, especially the sexual, are bases of most of the impulses. The complex desires and ambitions of mature life are but the subtle developments or modifications of one's primary instincts.

Now as we all know, the development of society has made it undesirable for one's tendencies to action to have immediate and natural expression. In countless ways the exigencies of civilized life hedge us about and prevent us from doing everything to which we have natural tendencies. The natural tendencies of the infant begin to be modified from the first by his social environment. With every step forward he finds himself confronted with new restrictions. The process of growth is largely a process of acquiring inhibitions upon one's natural tendencies. The suppression of a desire, however, does not destroy it. If it cannot find expression in one way it usually finds it in another. By an unfavorable environment an impulse may be denied expression, but it simply sinks down into the lower levels of the mind and continues its operations in a modified and sometimes a morbid form, in most cases those suppressed desires are forgotten, but they are none the less real, none the less active. They continue to modify action in all sorts of subtle ways. The impulses of later childhood and of maturity are but the modifications of the earlier, cruder impulses. In some types of mind these desires, especially if sternly repressed, may produce various pathological states which can only be relieved by exploring the hidden and forgotten recesses of the personal life, bringing the impulse to the service again giving it some modified expression and thereby relieving the strain of its suppression.

This theory of psycho-analysis has many significant features for education in general and for the Kindergarten in particular. We are all interested in the striking confirmation it affords of the basic character of the impulses and their relations to the welfare and growth of the individual.

We see more than ever how delicately impulses are adjusted and how great is the art of dealing with them properly. Education is more than ever seen to require the most refined and discriminating insight on the part of teacher.

Although psycho-analysis teaches that suppressed impulses may be productive of an unbalanced or even diseased mental life, it does not hold that every childish desire must be indulged without restraint in its original form. The development of the restrictions and inhibitions to which I have referred as an incident of ordinary growth is certainly a necessary incident. We see, however, that it is not to be accomplished in any off-hand fashion. Attempts at elimination are almost sure to be futile. The child who seeks to express a seemingly undesirable impulse must be viewed first of all sympathetically. We must try to see what the underlying motive may be and how, if possible, the impulse may be allowed to express itself in some modified form. Freud himself found that it was not at all necessary that a desire should work itself out in one way only, and least of all in the line of its first tendency. The sex impulse, for instance, has a multitude of irradiations which are of the utmost value in the building up of a rich and forceful personality. He found that in most cases his adult patients could be cured by simply bringing the suppressed impulse back to consciousness and talking about it. His patients often called his method "the talking cure."

Psycho-analysis, therefore, emphasizes the fact that for every impulse there are many modes of expression, many ways of enlisting its dynamic quality in the process of normal growth. What we seek for is full and free development along right lines, and what we should wish to avoid is the tension and distortion which results from attempts at mere suppression.

We all know what relief comes to us when we can talk to a sympathetic friend of some dear wish or ambition which we have never been able to realize. This relief extends even to desires which are ethically wrong; to talk them over, to confess them to mother, to a teacher, to a friend or to God is to purge the soul of their taint; it is to give them modified and harmless expression. There are many other ways by which the tension of an impulse may be relieved. Music, writing, constructive activity, vigorous physical exercise, all sorts of active pursuits in one way or another may drain off or actually utilize the pent-up waters. The various Kindergarten occupations thus acquire a new significance. Through them the child learns not merely how to do various things; that is really the smallest part of their value. Most important of all, he is thus given opportunity to work off his desires in ways that are socially approved as well as interesting.

When we really appreciate the fact that most, if not all, of the desires and impulses of little children are normal, and that they actually contribute in manifold ways to the enrichment of the personality, we see how vital becomes the problem of finding some means of using every shred and fibre, of getting every particle organized into some useful system.

In concluding my discussion, I would say that there are many indications at present that the leaven of Froebel is working in the whole educational lump. In fact, the educational world is full of ideas that are either his or are closely akin to his. It is not necessary for your complete satisfaction to be able to say that this or that vital practice came from Froebel. It should be quite as satisfying to know that many of the lines along which he thought and acted were so true to the course of human progress that the march of events has tended to confirm the essential soundness of many, even though not all, of his ideas. That earnest teachers of children have more and more been found to be thinking his thoughts, not because they have copied from him, but because they, like him, have come to see the child nature as it really is.

VOCATIONAL TRAINING.

James H. Day, Syracuse University.

It is an easy thing to show a young man how to run a lathe or a drill press, or to teach a young woman to cook and sew in a domestic school. But it will be a prodigious mistake if we deceive that young man or woman into the conceit that that proficiency has added one cubit to their intellectual character or to manhood or womanhood. If the clamor against that education that creates men who make drill presses and lathes has deceived the young man and denied him the opportunity of becoming a creator among men, it was a great injustice to him and a prodigious loss to his land and times.

There is no grace in a benefit that sticks to the fingers.—Seneca.

The Des Moines Register of May 2 says:

Yesterday afternoon on the balcony of the Savery Hotel a number of these kindergartners were congregated. After dealing with children, who are the unconscious humorists, for years, it is little wonder that these leading educators of the country fell naturally into the "that reminds me" habit of conversation. It was a tryout for the best story. By popular acclaim the honor went to Miss Susie Blow, of St. Louis. This is the story:

"I was endeavoring to impress upon the minds of my children that a person can do but one thing at a time successfully. All but one small boy seemed impressed.

"'Don't you believe that, Johnny?' I asked.

"'No, mum,' said Johnny.

"'But why?' I persisted, when I should have known better.

"'My grandma can do three things at once. She can knit, talk and soak her feet!'"

Dr. Vincent O'Shea, of the school of education of the University of Wisconsin, offered the following:

"This story proves the falsity of the old theory of teaching children words without meaning. I visited a school where the teacher was giving words to her pupils to be pronounced, spelled and defined. One boy was given the word 'ferment.' 'It means to work,' said the boy. 'All right,' said the teacher, 'please give me a sentence.' This was the sentence: 'I would rather play outdoors than ferment in the school.'"

The contribution made by Miss Mary Waterman, supervisor of the kindergarten association for New York City, was: "About the most pathetic of the many, many amusing and pathetic things I ever heard a child say was by a little fellow in lower New York. This little fellow had never seen the sky, for he lived among skyscrapers and tenements. One evening he was taken for a ride on the street car by his teacher. The next day when he came to the kindergarten he snuggled close to me as if he were to divulge a deep secret. 'I seen some lamp stars in the ceiling of the sky last night,' was all he said, but it was sufficient for me."

"Sometimes children express their despair in a single sentence," said Miss Caroline Murphy, of Des Moines. "One day preceding Christmas I asked the pupils what they wanted for Christmas. Their answers were eagerly given. One little boy looked at me so appealingly and sighed, 'Oh, teacher, I hope I git somepin' what don't bust.'"

"When I was teaching in the lower district of New York City I was confronted with a number of queer situations in dealing with foreign born children," said Miss Jeannette Ezekials, supervisor of the kindergarten training school at Drake university. "One day I was stumped. I had asked a small boy the previous day what his name was. He replied that it was Abie. I insisted that he tell me his last name. He said he had but one, but finally, to compromise, I told him to ask at home and tell me the next day, which he did. I thought that affair was over until he put the question direct at me, 'Say, what's God's other name?'"

STORIES, GAMES, PLAYS, DIALOGUES, ETC.

Game of Rock-a-bye-Baby

By Laura Rountree Smith.

The children stand in a circle. All but one carrying dolls. The child without a doll skips about inside the circle, with outstretched arms, and all the other children swing their dolls to and fro and sing.

Rock-a-bye-Baby, the soft breezes blow,
Rock-a-bye-Baby, oh swing to and fro,
Rock-a-bye-Baby, for up in the sky,
Mother Moon sings you a sweet lullaby!

Any child may now hand her doll to the child who runs about in the circle, and they exchange places.

The game may continue until every child has had a chance to skip about in the ring.

The dolls of course are mixed up by the close of the game, but may easily be returned to their owners.

This game should develop generosity in lending the dolls.

The game may also be played with a few dolls or even one doll.

When there is but one doll the child holding it, should run inside the ring, as the song closes, giving the doll to the one who has skipped.

This child passes it to her neighbor in the ring, otherwise the same two children would skip again. (Book rights reserved.)

THE STRAWBERRIES.

A true story.

Susan Plessner Pollock
Washington, D. C.
[Now sojourning in Germany]

Once upon a time an old soldier, with a wooden leg, came into the Village of Lichtenfels; he had only been there a short time when he was taken suddenly ill; he could not journey any further, and had to lie on straw in a shed, where he had a hard time.

Little Agnes, the daughter of a poor basketmaker, had great pity for the poor man. She visited him every day, and every day she brought him a silver ten-cent piece. The old soldier heard, however, that Agnes' parents were also very poor and as he was an honest old man, he feared perhaps this money ought not to be given to him, so one day he said to Agnes: "Tell me, child—truly —how do you get so much money? For I would rather go hungry than to take a dishonest penny. "Oh," said dear little Agnes, "do not worry, I earn the ten-cent pieces myself. I go in the next village to school, and must go through a piece of woods, where many sweet, wild strawberries grow. Every day I pick a basketful and take it to the hotel, and there I receive the ten-cent piece I bring to you. My father and my mother know this, but they do not care, they often say, 'There are many people to be found who are poorer than we, and we must help them as much as we can.'" Tears stood in the eyes of the old man and fell over his beard. "Dear child," said he, "God will bless you and your parents for this, and your loving heart will receive its reward. I also have learned if one only has the will much comfort to others may be given." Sometime after this, an officer of the army rode through this village. His handsome carriage stopped in front of the hotel, where he wished to get his dinner and have his horses rested and fed. While there he was told of the poor sick old soldier lying on the straw in the shed, and he immediately went and visited him. Here he heard of the kindness of little Agnes, and he cried out, "What! a poor little girl has done so much for a strange old soldier? Now, then—I, your old general under whom you once served, can not do less—I will take immediate steps to have you given a sunny little room in the village hotel, where you shall be taken good care of." Then he went to visit the little girl, Agnes, in the small cottage of her parents, he called her to him and said very tenderly: "Dear little one, your kindness to my old soldier has touched my heart, and warmed it; you have given twelve of your ten-cent pieces to help him, you shall receive twelve dollar gold pieces from me, that you may do more good with your money." "Ah!" said the parents, "That is too much." "No," said the old general, "this is only doing as our Lord Jesus said, 'who uses well the talents God has given him shall receive more.'" Her own dear heart is her best reward. (Translated from the German) by Frieda.

"Fehlt es nür nicht an guten willen
So kann man vielen Jammer stellen."

GROWTH OF THE KINDERGARTEN IN AMERICA

Three new kindergartens are to be added to the public school kindergartens of Sacramento, Cal.

Much of the newer interest in the care and development of young children has had its inspiration in the kindergarten movement.

The general concern which is today manifested toward the early training of the young is one of the most vital and productive forces by which the work of these educators has been supplemented. That the best results in child training may only be accomplished by the cooperation of parents and teachers is most evident, and this spirit of cooperation has been fostered largely by the kindergarten.—Des Moines Register.

The growth of the kindergarten movement now covers the civilized world and the missionaries in every heathen country have recognized the value of securing the interest of the mothers by interesting the young children. The new republic of China has already decided to incorporate the kindergarten as a part of its national school system. A kindergarten congress was recently held at which Wu Ting Fang delivered an address upon the importance of the "Garden for children" and a training school is to be established in central China for the training of kindergarten teachers. This will be given in the Mandarin language and already provision has been made for the translation of some of the needed literature.—Salt Lake City Telegram,

A petition from the San Antonio Kindergarten association, signed by Mrs. H. P. Drought, the president, was presented to the board, proposing that kindergartens be established in any two of the public schools, for the year 1912-1913, the kindergarten association to furnish all equipment for both schools, including a piano, a supervisor and assistant teachers from the training class. The board was asked to provide the rooms, teacher, janitor and heat. The petition stated that if at the end of the year the board deemed it advisable to continue the work, the association would deed to them the house and lot at 515 North Pecos street, known as the Leroy Brown kindergarten. The matter was referred to the finance committee for investigation as to the cost of the project and to determine the legality of applying state funds to the instruction of children under school age.

One of the greatest promoters of play was Frederich Froebel, the organizer of the Kindergarten system. He may justly be called one of the first playground leaders, for the principles of a well-organized playground of today are the same as a rightly conducted Kindergarten. It is the self-activity and spontaneous questioning that is directed, with no unnatural effort of body or mind. The children are unconsciously laying foundations of education and character.

The Kindergarten movement was commenced in Charleston over twenty years ago. From the initial attempt, a small Kindergarten, today we have seven flourishing Kindergartens, each in charge of trained directors, and filling a need in their neighborhood.

It is a great source of satisfaction to feel that this community is realizing that play is not a luxury but a necessity. It is not simply something that a child likes to have; it is something he must have if he is ever to grow up. It is not only educational, but it is an essential part of the law of growth.—Charleston (S. C.) News and Courier.

Des Moines is expecting many good results to follow the convention of the International Kindergarten Union. But one of the greatest will be the augmented interest in public playgrounds. No body of people ever assembled in this city so possessed with enthusiastic beliefs on the playground question as the delegates to the meetings of the Kindergarten teachers. The Kindergarten worker is in daily contact with the child at the age when play is of most importance. At that time habits of amusement are formed which presage his course in the years immediately succeeding. Cities must take care of their children. This is especially true in the downtown sections, where sidewalks and alleys furnish practically all the recreation ground that is afforded the youngsters of the neighborhood. The influence of the Kindergarten teachers of Des Moines will be a valuable aid to the many Des Moines folks who are insisting that the council take steps in the direction of public breathing spots and playgrounds.—Des Moines Capital.

The Kindergarten stands for the employment and expression, the cultivation and control of the normal activities and interests of little ones.—Dr. Herbert Martin, Drake University.

CHICAGO, ILL.

A new Kindergarten has been established in the Cook County Hospital by the Sunbeam League, with Miss Myra Felker in charge. Finding the greater need at the hospital to be entertainment which will educate rather than entertainment which merely will amuse, it was decided to establish the Kindergarten.

GIRARD, OHIO.

At the session of the Board of Education recently a communication was received from Miss Mary Morgan, Miss Irene Phibbs and Miss Margaret Edwards asking for use of a room in the high school building during the summer months as a place for a kindergarten. The request was unanimously granted.



THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

THIS COMMITTEE OF THE WHOLE, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergartner—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods. All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,
1054 BERGEN ST. BROOKLYN, N. Y.

HOW CAN WE IMPROVE THE SPEAKING VOICE

To the Chairman of the Committee of the Whole:

I take advantage of the opportunity afforded by your new department to ask a question or so that has been for some time in my mind, and hope that those who have met and overcome the same problems will give the benefit of their experience to the rest of our large but scattered Committee.

I. What can we do in the Kindergarten to improve the speaking voice? It is well-known that the Americans are noted for their harsh voices. Is this entirely due to our climate and geographical location? Is not lack of training also responsible in part? We use our speaking voices a thousand times more often than our singing voices. It seems to me that we have ignored too much that branch of training. This winter I spent some time with a friend who had a maid she had brought with her from England and to whose voice it was an exquisite pleasure to listen. If our training has been lax along this matter, surely the time to begin is with the kindergarten children. How can we best do it?

HELPING THE FIRST GRADE TEACHER

II. What do you consider the first requisite in order that kindergarten should be of real help to the first grade teacher? I am moved to ask this question in part, because at a recent meeting of kindergarten teachers a district superintendent of public schools criticized the kindergarten children for the shuffling of feet, loud talking, etc., and showing absolutely no consideration for others. There is surely something wrong with the kindergarten when the entire first floor must stop work when the kindergarten is dismissed. It seems to me that if the children were trained in the elementary laws of common politeness, consideration for others, much trouble and criticism would be avoided. The games afford opportunity for such practice. M. O. K., Chicago.

We hope that the above questions from Mrs. Kinney will provoke much discussion and await replies with much interest. Apropos of the first, the editor would speak both from hearsay and personal experience. She has herself a poor ear for music and no singing voice. One summer she had charge of a Settlement Kindergarten located in one of the noisiest and most crowded sections of New York. The children's voices were strident, piercing, due largely to the effort to raise them above the noises of the street when out at play. But before the close of the summer session the kindergarten had, through insistence upon the use of soft, sweet, yet clear enunciation (reminding the children sometimes directly and sometimes euphemistically, as when asking them to use their fairy voices, etc.), made such a difference in their tones as to be noticeable to the regular kindergartner when she returned after her vacation to again take charge.

Again, climatic conditions undoubtedly have much to do with the unpleasantness of the American voice, but imitation and cultivation have also much influence. In the Southern States we find very musical voices, due, no doubt, to unconscious imitation of the musical voices of the negroes; for we find that pronunciation as well as tone resembles these.

We have heard it claimed that the musical voice of the English is largely a matter of education and training. From childhood up the governness of those high in rank are supposed to see to it that the voices have attention.

Some months ago the writer visited two friends who had been teaching many years, yet each had retained a most beautiful voice, soft, sweet and exquisite in modulation. She finally asked one how this was explained and the reply was that the New York Board of Education required that low register of voice should be used, one that carried just as well as higher, more strident tones, and that in grading a teacher's work, the voices of her class were taken into account. When all school boards take similar note of the voices of the children we may expect to see a change. Let us hear from the practicing teachers.

We hope many kindergartners and grade teachers will reply to the second question.

To the Chairman of the Committee of the Whole:

Please tell me what I shall say when asked "What should the kindergarten do for the children?"

The editor asks that experienced kindergartners send in replies to this question in time for publication for our September number. Let each one think for herself and then discuss the matter with other kinder-

gartners and training teachers. The most valuable results of three years in kindergarten are intangible. Like the Light-Bird, they cannot be held in the hand and weighed and measured, nor can definite lessons be given out and a definite course in regular lessons be laid as in the first grade, with so much ground to be covered in reading, writing and arithmetic. But with a group of normal, average children, three full years in kindergarten do give definite knowledge, along certain lines, and a certain skill is acquired. Some years ago the magazine published a little pamphlet which answered in part the question of our correspondent, but which is now out of print. If enough subscribers wish it reprinted we may decide to do so. The editor will reply to the question in some fall issue unless correspondents cover all the points to be raised. But we would again remind our readers that the greatest benefits of the kindergarten are those which represent growth in power, in character, since little children vary so much in temper, disposition and in imagination, etc. It is in the development of natural capacity, mental, moral, spiritual, that the true kindergartner is most interested. Such facts as are learned and such skill of the hand or training of the senses as take place is incidental to this.

Let us hear from the kindergartners. Let us hear also from the grade teachers as to what they want and expect of the kindergarten children.

As a leader we would suggest: Think, what should the child know of number? (counting, etc.) Has anything in kindergarten helped him to learn to read more quickly? In what way does sense training help him to pass through the grade more quickly? Does his handwork help him any when he comes to write or draw in school? Has he or has he not learned to be obedient to directions, and to attend to dictation? Has he gained any power of verbal expression? Is the kindergarten of any particular benefit to foreign-born children? Is he more considerate of others? Has he grown in self-reliance?

To the Chairman of the Committee of the Whole:

I would like to suggest that, from certain materials supplied from the grocery, the mother who cannot afford to buy the regular kindergarten gifts can at least follow in a general way some of the gift plays and thus connect the kindergarten with the home. Lump sugar is obtainable in two forms, rough-hewn cubes and cylinders. Let the mother select as perfect shapes as she can find, give eight of each to the child and ask him to show her what he built in kindergarten that day. She can call attention to the fact, that, because of their lack of exactness, they do not lend themselves to building as well as the more perfect forms he uses in kindergarten. This will help him better to appreciate his kindergarten playthings.

She could then give him other small materials and tell him he can have a kindergarten for his dolls. Peas or cranberries will represent the first gift; pieces can be cut from twigs or from a broomhandle for the cylinders and tablets, rings, etc., can be cut from cardboard. For sand he can utilize, as was suggested in a previous number of The Kindergarten-Primary Magazine, in places where sand is not found by the roadside, the various breakfast cereals. Corn meal forms a good background in a cardboard box. With a small spoon, furrows in the shape of letters or geometrical designs can be made, and these filled in with cereals of different colors, white Cream of Wheat, brown Malted Food or Wheatena, etc. If these cereals are moistened, the child can mould them into various shapes and they are less sticky than flour. In the Field Museum, Chicago, the altar designs of the Zuni Indians, made on the floor with sand of different colors and with cereals, will interest older children.

J. B., New York.

To the Chairman of the Committee of the Whole:

Maple sirup bottles have tin covers over the cork tops. Collect all such covers from your friends and they will be easily carried to the shore when kindergarten parties are taken out for a day's excursion, and the children want to mold the sand. They will serve also as teacups for impromptu doll parties, or as cookey cutters. Summer playground workers will find them useful in the sand box.

A. C. J., Brooklyn.

To the Chairman of the Committee of the Whole:

Codfish comes in Cubical boxes which can be made into cord-boxes by covering the exterior with pretty wall-paper or kindergarten squares. Make a small hole in the center of top. Place the ball of twine inside, with one end coming through the opening, and glue the top down. Occupation work for summer playground.

M. F., Yonkers, N. Y.

CORRECTION—In our May number, in our review of "Idols of Education" by Charles Mills Galey, we credited it to the wrong publisher. It is published by Doubleday, Page & Co., Garden City, N. Y. We hope book will be widely read and discussed.

That the first grade teachers of Norwich, Conn., appreciate the Kindergarten is evinced by the following unsolicited testimonial of appreciation presented to the Kindergartners of that city:

To the Kindergarten Teachers, Most Cordial Greeting:

Because we are sensible of the results of your work, grateful for your help, your earnestness and patience, and thankful for your sympathetic understanding of the children, we wish to express our sincere appreciation, and to promise our hearty co-operation.

We believe that the kindergarten is of the greatest benefit to the child. Experience has taught us that the kindergarten child has a mind richer in its general mental content, has better control of his body and fits into school work more easily than the best untrained child.

It is said there were 250,000 children in the Kindergarten schools of the United States whose representatives were present at the I. K. U. convention.—St. Louis Globe-Democrat.

NEW BEDFORD, MASS.

Two graphophones have been placed in the kindergarten here on trial.

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

INTRODUCTORY.

The suggestions to be given in this department will not follow kindergarten lines closely. The conditions in the average rural school do not permit thorough kindergarten work. A great deal can be accomplished, however, in many ways by the intelligent use of kindergarten material; taken as a whole there is no material of any kind that can be used so successfully with children of the primary school age.

Its variety, cheapness, and attractiveness as to color and form, its adaptability to constructive work, busy work, etc., and correlation with language and number lessons, etc., render it pre-eminently the material for this purpose.

The rural teacher should always bear in mind the fundamental purpose of the kindergarten and of all work with the smallest children, viz.; the development of power and self control rather than the performance of tasks. The play spirit should dominate everything and the child will learn much through self-activity in a way that will not prove harmful. The kindergarten work properly includes sense training with the added values of constructive and imaginative activity.

In your work with the first grade pupils you will be expected to teach language and perhaps number work, regardless of whether there is any real advantage in this at so early an age. Parents will expect it and I think you will succeed best by intelligently correlating the gift and occupation plays with the language and number lessons, etc.

Care should be taken not to continue such work as sewing, weaving, etc., which require considerable strain on the eyes for any very great length of time. The patience of the little pupils should never be taxed; at the very first sign of weariness work should be changed to something more relaxing, songs, games, stories, etc., where such are practical.

The aim is not to make kindergartners of rural teachers, but to give hints and suggestions relative to the use of kindergaarten material in rural schools.

Rural teachers are invited to ask questions regarding the work, either addressed to the Kindergarten-Primary Magazine, Manistee, Mich., or to Bertha Johnston, 1054 Bergen St., Brooklyn, N Y., in charge of the department entitled "The Committee of the Whole."

WHAT MATERIAL TO PURCHASE

A teacher suggests: "If I could spare but one or two dollars for kindergarten material to be used in my rural school where there is nothing of the kind at present what would you advise me to buy?

Ans. An expenditure of but one dollar would be well invested in my judgment in a paper box of a thousand colored sticks, one to five inches in length, costing 25c; 100 plain slats, hardwood, costing 15c; a package of 400 cheap plain slats, costing 4c; 150 wooden beads, assorted shapes and colors, costing 35c; a perforating needle and a few sewing cards.

If two or three dollars were available I should get the first gift, in paper box, also second, third and fourth gifts in order to begin at the beginning, although for immediate use weaving mats, clay for modeling, paper and cardboard for cutting and folding, straws, tablets and parquetry papers would be more effective in the work. I regard the first gift as very important. It is used in the kindergarten for teaching form, color and motion, and direction, but every rural school child will doubtless know the form of a ball and call it by name. The balls, however, will be useful, in teaching motion and direction, right, left, up, down, backward, forward, round and round, etc. In my judgment, however, their greatest value will be in the teaching of color; it is surprising how many people of ordinary intelligence have wrong impressions as to the six principal colors and could not select the standards from tints or shades; the balls present an opportunity for learning these colors thoroughly at an early age, making an impression that may be retained through life; with an indelible mind picture of these colors, people in ordinary walks of life will be supplied with much of their needs in the color line.

The balls are also more attractive to the little children, I think, than any other material and will receive their interested attention for a long time.

There are many ways in which the rural teacher can use them; I suggest a few, in correlation with language and number lessons. With a red ball in her hand, the teacher may say: "Can you tell me the color of this ball? Yes, red. Now I will tell the story of the color of the ball on the blackboard;" and the teacher writes the word "red," in both script and print on the blackboard. "Did you ever see anything else the color of the ball? Do you see anything else in the room of the same color? Can you remember this color and bring me to-morrow from your home a bit of paper, ribbon or cloth in color like this ball?"

It is always better to lead the children by suggestions, rather than by direct questions, to an understanding of that which you are endeavoring to teach. Lessons similar to this can be conducted until all the balls have been introduced; the comparison of samples of colored material brought by the pupils, with the standard, will serve permanently to fix the color in mind; they can be invited to try again, and a little color chart can be made by pasting the samples brought by the children

on cardboard to be displayed on the wall; the comparison will be found helpful.

When the second ball is introduced the child may be asked to tell how many balls there are; then the language work can be continued to include, other characteristics of the ball, as softness, it will bound, is made of rubber, covered with yarn, etc., stories of wool and sheep, the rubber tree, making rubber, making yarn, shearing the sheep, etc. The children may be required to write words placed on the board, on slates or paper but if copying from the blackboard is done, care must be taken to prevent eye strain. Lessons in motion, and direction, can be given with little rhymes and songs: Right, left, tick tock, like the clock, round and round, etc. Free play with the balls should be frequently allowed.

SECURING MATERIAL WITHOUT EXPENSE TO THE TEACHER

A large proportion of necessary kindergarten material is always furnished in city schools, but in many rural districts school boards do not understand the importance of the material and are frequently not in favor of purchasing it. Many rural teachers have succeeded in establishing a precedent for the purchase of kindergarten material in their district, by purchasing a small lot of very necessary material, paying for same, and presenting the bill to the school director or secretary, explaining to him the importance of the material in her work, that it is usual to furnish this material and it is of no personal value to the teacher, aside from her work in the school. In most cases the director will agree to present the bill to the board; should the board refuse to order it paid the teacher asks for the privilege of appearing before the board at its next meeting, where she again states the case and the bill is almost certain to be allowed if the amount is small.

WHAT IS THERE IN THIS ISSUE THAT WILL HELP YOU AS A RURAL TEACHER?

First the article by Dr. Jenny B. Merrill, entitled "Rhythms and Games in a Model Kindergarten." Beginning with the September number, Dr. Merrill will have a series of twenty articles on the general subject, "Special Helps for Village and Rural Schools, based on the Kindergarten Gifts and Occupations. You should read every article; they will help you greatly in your work with the children. Other articles of interest in this issue are as follows:

The addresses by Dr. Herbert Martin, Dr. Irving King and Lucy Wheelock will give you a broad view of kindergarten principles. The excellent article by Dr. W N. Hailmann relative to the Montessori method will help you, and if you will read the department entitled, "The Committee of the Whole," Bertha Johnston, editor, throughout the year you will get a vast amount of practical help. Every really efficient rural teacher understands the importance of ethical culture and character building and that department will help you.

The calendar, containing an appropriate design for each month, may be made a useful and attractive feature of each month's work. This may be copied upon the blackboard, or if scarcity of blackboard room will not permit, upon a large sheet of bristol board.

It may be made a drawing lesson for the entire school, the smaller children making the design more simple by using only parts, such as the oblong, and one flower or leaf. Colored pencils may be used, and the children instructed to color the rose red, yellow, pink, or white, whichever color they admire most. Very good results may be obtained, if any wish the white rose, by using common dark brown wrapping paper and blackboard crayon.

Start the month with a quotation:

"Ripples of laughter and kind, gentle words,
Make sweeter music than even the birds."

FIRST GIFT RHYME.

This is my ball, so round and bright,
Which is my playmate from morning till night.

This is the yarn that was wound so tight
To make my ball so round and bright
Which is my playmate from morning till night.

This is the wool, so downy and light,
Made into the yarn that was wound so tight
To make the ball so round and bright
Which is my playmate from morning till night.

This is the sheep, so loving and white,
On which the wool grew so downy and light
Made into the yarn that was wound so tight
To make the ball so round and bright
Which is my playmate from morning till night.

This is the man who worked with his might
To shear the sheep so loving and white
On which the wool grew so downy and light
Made into the yarn that was wound so tight
Which is my playmate from morning till night.

—Gertrude Clayton, Asheville, N. C.

I have found that the children take great delight in modeling with seed, and by means of this simple and inexpensive device, can have very good exercises in dispatch, sequence, form, etc.

I supplied my kindergarten by saving the seed from all the cantaloupes used for breakfast one summer. Let each child have a good handful of seed, and using them en masse, illustrate a song as it is being sung. All for baby (Finger Plays by Emilie Poulsson), is a good song to start with, as the child can make the ball while singing:

"Here's a ball for baby,
Big and soft and round."

The ball can easily be changed into a hammer while singing the next two lines:

"Here's the baby's hammer,
Oh, how he can pound!"

And so on through the song, the pictures can be changed as quickly as the lines mention a new object. A Little Boy's Walk in Summer is another song suited to this exercise.—M. E. W., in North Carolina Educator.

Absence of occupation is not rest,
A mind quite vacant is a mind distress'd.

TRAINING SCHOOLS

NEWS ITEMS FROM TRAINING SCHOOLS ARE SOLICITED

The graduating exercises of the Kindergarten Normal Department of the Ethical Culture School, New York City, were held May 23rd. The address was given by Miss Mary Hill of Louisville, Ky.

Miss Maud Norling of New York City, is now studying with Miss Mills at New York University for special kindergarten work. She will sail for Amoy, South China, in September, and will have the distinction of being the first kindergarten teacher in that field.

Miss Bertha Johnston is giving a course of lectures to the students of the Kindergarten Training School at New York University. The course deals with the organization of Mothers' Meetings and is intensely practical in its suggestions for readings, topics for discussion, and general management.

The outlook for the Kindergarten Training Class at New York University Summer School is most promising. The student body will include those who are preparing to carry the message of the kindergarten into foreign lands, and also native women from China and Japan who are preparing for work in their respective fields.

The Rhode Island Kindergarten League held its monthly meeting at the Normal School, Providence, April 28. The meeting was devoted to a discussion of some of the results to be accomplished by the kindergarten. The speakers were Mrs. Pierce of the Webster Avenue School, Miss Freeman of Benefit street, Miss Colton of Grove Street and Miss Hamilton of the Normal School.

CHICAGO, ILL.

The annual reception of the class of 1912, Chicago Kindergarten Institute, was given at the Lincoln Park Casino, May 8th, and proved an unusually brilliant affair. The program included an overture by Mrs. John Richard Lindgren and Mrs. Ralph Fletcher Seymour; folk songs by Miss Helen Abbott, also by the students of the Chicago Kindergarten Institute; an excellent address by Prof. James Rowland Angell of the University of Chicago, closing with excerpts from "Cendrillon," a fairy opera given by students of the Institute, assisted by Miss Helen Abbott. Following are a list of the graduates: Ruth Abbott Bailey, Oneida, N. Y.; Edna May Barrows, Little York, Ill.; Edna Dudley Blish, Racine, Wis.; Frances E. Burmeister, Chicago, Ill.; Lydia Dietz, Chicago, Ill.; Ethel Alice Edwards, Chicago, Ill.; Mary Flynn, Chicago, Ill.; Margaret L. Flanders, Chicago, Ill.; Gladys Freeman, Chicago, Ill.; Mary Elizabeth Gilbert, Chicago, Ill.; Gladys V. Gray, Chicago, Ill.; Margaret Charles Gross, Chicago, Ill.; Marjorie McIntosh Hart, Wilmington, Ill.; Gertrude Kimble, Chicago, Ill.; Carrie Loeb, Chicago, Ill.; Bernice Sherwood Ludlow, Muscatine, Iowa; Bernice M. McClanahan, Paola, Kan.; Jessie McDowell, Bluffton, Ind.; Ethel McFarland, Chicago, Ill.; Mary Louise Moore, Tipton, Iowa; Bessie Monahan, Chicago, Ill.; Ethel A. Nisbet, Rollo, Ill.; Mildred Norris, Chicago, Ill.; Beatrice G. Oberndorf, Chicago, Ill.; Eleanor Peterson, Rockford, Ill.; Margaret Colbertson Porter, Hamilton, Ill.; Hazel D. Royce, Lead, S. D.; Madge Seyster, Oregon, Ill.; Olive Esther Skelton, Wilmette, Ill.; Helen G. Smith, Bozeman, Mont.; Georgie Edith Stone, Chicago, Ill.; Maude M. Swingley, Marshalltown, Iowa; Florence E. Wykes, Grand Rapids, Mich.

GRAND RAPIDS, MICH.

Positions have been secured for next year by several graduates of the Kindergarten Training School. Miss Bertha Grove will go to Kent City to instruct; Miss Ingeborg Simpson, of Manistee, will teach at Frankfort, and Miss Amy Dickinson, of Grand Haven, has accepted the position as Kindergarten instructor of District No. 6 on the Knapp avenue road. Miss Simpson and Miss Dickinson will graduate in June.

STEELMANVILLE, N. J.

The social meeting of the Alumnae Association of the Philoda Training School for Kindergartners was held April 20th, 1912, at the School of Industrial Art, Brood and Pine Sts. The meeting opened at 3 P. M. Miss Francis Dalpe, one of the instructors of the James Foster school, presiding.

A selected chorus of members, rendered a pleasing selection, which was followed by an able paper on the "Lessons of Spring," presented by Miss Mary Adair, Principal of the Kindergarten Department of the Philoda Normal School for Girls.

Miss Adair emphasized in a most attractive way, the message of the spring-time. The key note was from "Browning's Song in Pippa Passes," "The year's at the spring," etc., with the strong note upon "God's in His Heaven, all's right with the world."

She said the idea of revival or regeneration is very fundamental in human thought, shared by the earth and nature. To illustrate told the story of The Plant by Slosson. The decay of the soul, its slumber and awakening is the story of the Christian religion. Told the Prodigal Son story, then went on with a Swedish Folk story "The Fair Karen," mentioned such great dramas as Faust, Dante's Divine Comedy also in this connection. The last point was the decline and restoration of National spirit, illustrated by an Irish Folk story "Eileen."

The next was a piano selection by Chopin delightfully rendered by Miss S. M. Crowther. Then came a reading from Browning by Miss S. Francis Van Kirk. This was prefaced by a few remarks on the happy relation between the poet and his wife. The poems were "Home Thoughts from Abroad," "A Soccota of Galuppi," Herve Riel.

Two little Italian girls from the settlement music school played the piano, and excited much interest.

The program closed with a child's story by Miss Maria H. Stryker, which she originated and told in her own happy way. The members of the Alumnae and their friends then gathered in groups partaking of the simple refreshments, and enjoying the good fellowship. The past happy days were lived over again, joy in their present work and anticipations of the future.

ETTA H. STEELMAN, Recording Secretary.

SUGGESTIONS FOR CHARACTER BUILDING

Moral Education

Moral education in the public schools should include a knowledge of certain duties that each child should perform. He should be taught that he owes certain things to himself, such as cleanliness, not only of person but of thought and speech; that it is his duty to take proper care of his body so that it may be healthy and grow to be large and active and strong. He should be taught that he owes it to his mind to cultivate it, to store it with knowledge, and beautiful thoughts, and to train it so that he may think accurately and act discreetly. Many of the misfortunes of life result from lack of proper thought. He should be taught that he owes much to others—hence his duties to brothers and sisters, to playmates and classmates, to teachers and other friends, to the sick and aged, to neighbors and even to strangers. As time goes on he should be taught what he owes the school, the state, and society in general and that it is his duty to begin even while a child to discharge some of these duties by obeying the rules and regulations of the school and the laws of the municipality, the state, and the nation.

But instruction alone is not sufficient. Every school should be so organized and so conducted as to furnish numerous opportunities for moral training daily. The course of study, methods of discipline, the recitation, the study period, the playground, the social life of the school should each furnish means for training and testing pupils in right habits of conduct. A moral atmosphere should pervade the entire school. The surroundings should be clean, attractive, and wholesome; the relation between teacher and pupils frank, kind, and considerate; the spirit of industry, loyalty, friendship, and helpfulness should pervade the entire school. Under such conditions moral growth on the part of the pupils is rapid and certain.

All authorities agree that the one most potent influence for the moral education of children in the public schools is the personality of the teacher. Given a great teacher of moral power, good results will follow. Whatever the environment, the course of study, the opportunities for moral training, it is the teacher who makes the vital connection between these things and the lives of the children. It is the teacher who by patience, skill, love, and the example of a noble life is the most effective school influence in molding the character of children. In order that teachers may do their work most effectively they should be not only persons of excellent character and ability, but they should also be carefully trained, so that they may exercise their teaching powers most effectively in molding the lives of their pupils.

The above extracts are taken from the report to the N. E. A. of the committee on Moral Training in the schools:

MORALS AND MANNERS.

Questions for pupils to answer:

1. What should you say when you meet a friend in the morning? In the afternoon?

2. What should you say when you part from a friend?

3. What should you say when you receive a gift or a favor?

4. What should you say when you wish to leave the table before the others?

5. What should you say when you pass before another?

6. What should you say when a friend thanks you?

7. What should the boys do when they meet ladies and gentlemen on the street whom they know?

8. What should you do when you have injured something belonging to another?

9. What should you do when you have lost something belonging to another?

10. What should you do when a new pupil comes to school?

11. What should you say when you ask a favor?

12. How should you treat any schoolmates or any people who are lame, or have humpbacks, or other troubles from which they can never recover?

Ans.—I should never mention these troubles to the people who have them, but by being very kind help the people to forget them.

13. What should you do when anyone near you falls or gets hurt?

14. What should you do when one of your classmates makes a mistake?

15. What should you do when you find something that belongs to another?

16. How can you make yourself a pleasant visitor to a little friend?

17. How can you make it pleasant for a little friend to visit you?

18. How can a child make himself liked by children younger and weaker than himself?

19. How should a child treat animals?

20. How should a child behave in public places?

You may keep yourself safe from fire but not from an evil companion.

Tell me your company and I will tell you what you are

We aim above the mark to hit the mark.—Emerson.

If you don't aim high you will never hit high.

PERSONAL MENTION

Our readers are invited to send us items for this department. Kindly give your name when writing.

Mrs. A. M. Boer, of the Webster school, Duluth, attended the I. K. U. meeting at Des Moines.

Miss Anna V. Caldwell, principal of the Kindergarten department of the Kearney State Normal School, Kearney, Neb., was an attendant at the Des Moines meeting.

A reception was given Miss Mabel A. MacKinney by the Brooklyn Kindergarten Union, May 23rd, in the Parish House of St. Mary's church, Glasson and Willoughby Avenues.

Miss Nettie Faris, director of the Kindergarten Training School, has been granted a fourteen months leave of absence, beginning in October. She will go to Italy to study Montessori methods.

Dr. Jenny B. Merrill has accepted an invitation from the State Teacher's Association of New Hampshire, which meets at Manchester Oct. 18th, to address them upon Dr. Montessori's methods.

Mrs. Orietta S. Chittenden, supervisor of the Kindergarten department of the Omaha schools; Miss Gertrude Bailey, director at Miller Park; Miss Harriet Walker, director at Kellom, and Miss Anna Stevens, director at Bancroft, attended the I. K. U. meeting at Des Moines.

At the public meeting of the Alexandria, Va., free kindergarten, May 21, at Young People's Building of the Methodist Episcopal Church South, addresses were made by Dr. Claxton, Commissioner of Education, Washington, and Miss Katherine Watkins, general superintendent of kindergartens in the public schools of Washington,

The Misses Nina C. Vanderwalker, Martha Anderson, Laura Mason and Harriet Robbins, delegates from the Milwaukee Normal School, and the Misses Ruth Dreutzer, Avis McHenry, Frances Bechtner, Pauline Peterson, Adelaide Bishop, Anna Grebel and Ethel Skiles, representing the Froebel Union of Milwaukee, returned from the I. K. U. meeting at Des Moines with many words of praise for the meeting.

CHANGE OF RESIDENCE

Miss Helen L. Greensfelder has moved from Oakland, Calif., to Berkely, Calif.

Miss Susie G. Sandiford, from Oxford, Ga., to Atlanta, Ga.

Ella Kasel, from Hermann, Mo. to Washington, Mo.

Miss W. J. Johnston, from New York City, to 758 St. Marks Ave., Brooklyn, N. Y.

C. E. Ferguson, from Manila, P. I., to Monmouth, Ore.

Evelyn Barington, from Harrisburg, Pa., to Paxtang, Pa.

Miss Mae Goheen, from Mt. Vernon, S. D., to Mitchell, S. D.

Bess M. Odekirk, from Jackson, Minn., to Wilmar, Minn.

A. L. McIntosh, from Tama, Ia., to Okfuskee, Okla.

Stella Baumert, from Kipp, Kans., to Big Arm, Mont.

Miss W. M. Richards, from Wilburton, Okla., to Ryan Okla.

Plinnie M. Canfield, from Woodhaven, N. Y., to Booklyn, N. Y.

Harry Moyer, from Ottawa. Kansas, to Havre, Mont.

Edwin Buehrer, from Marlin, Texas, to Brenham, Texas.

Elmie M. Canfield, from Brooklyn, N. Y., to Patchogue N. Y.

EDUCATIONAL NEWS

All patrons of the magazine are cordially invited to use these columns for announcing lectures, recitals or entertainments of any kind of interest to kindergartners or primary teachers. Reports of meetings held, and miscellaneous news items are also solicited. In writing please give your name and address.

Baltimore, Md.—The old McKinne school property is to be turned into a kindergarten and playground for little girls.

Salt Lake City—"Book teas" are used as a means of securing books for the kindergarten library. Each invited guest brings a book.

South Norwalk, Conn.—Miss Hattie Parker and Miss Laura Sherwood, kindergartners at the Over River school, gave a very successful May day party.

Sacramento, Cal.—A new kindergarten building to cost $4,000 is to be erected at the corner of Twenty-fourth and N. streets, and one of like cost on the Oak Park primary school grounds.

Jacksonville, Fla.—The usual kindergarten May day party was held this year on the golf, St. Augustine Golf club under the direction of Miss Margaret Bair in charge of the kindergarten department of the public school.

Columbus, Ohio.—Mrs. Sol Loeb, of the Kindergarten class of the B'nai Israel Sabbath School, celebrated Mother's Day in which a large number of the children took part. Mr. Harry Kohn delivered a short address.

Boston, Mass.—Kindergartners are interesting themselves in the Elizabeth Peabody fair to be held in the interest of settlement work, now a world wide movement conducted for the betterment of children and unfortunates.

Bar Harbor, Me.—The library building which was purchased by Mrs. John S. Kennedy and given to the kindergarten has been remodeled and was dedicated May 15th. Miss Evelyn Higenbotham and Miss Alice Young are the kindergartners in charge.

Toledo, Ohio—The kindergarten play festival, May 22, was participated in by nearly 1000 kindergarten children, from 35 kindergartens; the program included a grand processional, songs, May pole games, imitation games, skipping, dramatic, and gymnastic games and a flag march.

Philadelphia, Pa.—Professor R. L. Garner, who remained in an African jungle locked in a cage for several months to study apes and monkeys, advocates the establishment of a kindergarten for apes and monkeys so they may be trained and educated like human beings. He declares that monkeys are capable of thinking. Professor Garner asserts he has mastered the monkey language.

Milwaukee, Wis.—The Froebel Union have elected the following officers:

President—Miss Ruth Dreutzer.
Vice-President—Miss Adelaide Ott.
Corresponding Secretary—Miss Prudence Sinyard.
Recording Secretary—Miss Marguerite Evans.
Treasurer—Miss Pauline Petersen.

ST. LOUIS, MO.

At the Child Welfare Exhibit held at the Coliseum May 4-5, an exhibit of kindergarten classes with kindergartners in charge was given.

MEDFORD, MASS.

Miss Lucy Kummer, Kindergarten teacher from Boston, addressed the Mothers Council, May 2nd, on "The Need of Co-operation in the Home and School."

CHARLESTON, S. C.

Friday, May the 3rd, was rally day for the children attending the kindergartens, who met at Mitchell playground and enjoyed an afternoon of special play.

PITTSBURG, PA.

A fine exhibition of art and hand work was given at the Kindergarten College, May 9, under the auspices of the Pittsburg and Allegheny Free Kindergarten Association.

OMAHA, NEB.

Supt. E. E. Graff, who attended the I. K. U. meeting at Des Moines, has many good words for the convention, and was especially impressed by the Kindergarten exhibit.

INDIANAPOLIS, IND.

The Annual Playfest, given by thirty kindergartners of Indianapolis, the outgrowth of the Teachers College, of which Miss Eliza A. Blaker is superintendent, was held May 25th and proved a decided success.

PROVIDENCE, R. I.

At the April meeting of the Rhode Island Kindergarten league, held at the Normal School, the hour was devoted to a discussion by primary principals and critics of "Some Results to Be Accomplished by the Kindergarten." The speakers were Mrs. Ella M. Pierce, Webster avenue; Miss Margaret M. Colton, Grove street; Miss Della S. Freeman, Benefit street, and Miss Hamilton of the Normal School. The different phases of work brought out by the discussion interested all and gave very helpful suggestions to the kindergartners.

WATERBURY, CONN.

Miss Mabel E. Benham, who has charge of the Kindergarten department at the Driggs school, was tendered a pleasant luncheon given in her honor at Mrs. Thorpe's tea room on Grand street recently by the teachers of that school. Miss Benham is to leave the school at the end of the school year, when she will be married to James A. Jackson, who is connected with the engineering department of the General Electric Co. in Schenectady. She was presented with a dozen solid silver spoons as a token of the esteem in which she is held by her associate teachers.

CINCINNATI, OHIO.

The Kindergarten Mothers' Association of the Deaconess Home and Cincinnati Missionary Training School, Wesley avenue, held its annual May social Thursday evening, May 2. Over three hundred mothers, fathers and children were present. A program of music and recitation was given by friends of the Kindergarten.

WEST HAMMOND, INDIANA.

Miss Virginia Brooks, who was recently elected president of the Board of Education, has vigorously undertaken every form in the school here and purkindergarten, trade schools, domestic science classes, and free night school. She maintains that the poses to secure the establishment of play grounds, truancy laws have not been properly enforced and that "great big boys and girls cannot divide twelve by three." She has declared war on the slot machine, and wine rooms, and driven the dives from the main streets.

With her usual genius for leadership this young politician has organized the women of West Hammond into a band of self-appointed officers, the chairman of each group to be responsible for the conditions in two blocks, and to report to city officials any infringement of the law within her territory.

"The trouble is," says Miss Brooks, "we don't know our own blocks."

SAFE AND SANE FOURTH.

Until three years ago there was no reduction in the number of casualties on the Fourth of July.

The daily and weekly press had long been crusading against the wicked waste of limb and life, but all to no avail.

In 1909 the Sage Foundation entered upon its campaign. Twenty cities restricted the use of firearms and dangerous firecrackers.

There were 5,307 casualties.

In 1910 the Sage Foundation had induced ninety-one cities to legislate against danger, and introduce interesting and safe and sane celebrations.

The casualties were reduced nearly one-half, to 2,923.

In 1911 the cities enlisted were 161, and the casualties were once more reduced, to 1,603.

This year they are confident of cutting it in two once more.

It is not enough to prohibit dangerous practices. We must substitute safe, sane and fascinating celebrations.

Information has been received from the City of Mexico that Miss Berta von Glumer has been appointed to the position of Supervisor of kindergartens under the National regime. Miss von Glumer is of German-Spanish parentage, and has been carefully trained for this specific work in New York City by Miss Harriette Melissa Mills. Interesting developments in Kindergarten Education are assured to Mexico through the appointment of this gifted young woman.

THE SECRET.

We have a secret, just we three,
The robin, and I, and the sweet cherry tree;
The bird told the tree, and the tree told me,
And nobody knows it but just we three.

But of course the robin knows it best,
Because he built the—I shan't tell the rest;
And laid the four little some things in it—
I'm afraid I shall tell it every minute.

But if the tree and the robin don't peep,
I'll try my best the secret to keep;
Though I know when the little birds fly about
Then the whole secret will be out.

SOLOMON GRUNDY.

(Revised.)

Solomon Grundy,
Born on Monday,
Tonsils removed on Tuesday,
Vaccinated on Wednesday,
Appendicitis on Thursday,
Operation on Friday,
Died on Saturday,
Autopsy on Sunday,
This was the end
Of Solomon Grundy. —Life.

GLEANED FROM THE PRESS.

There are two kinds of cranks; one sits on the tail of progress and shouts "Whoa" through a megaphone, the other turns on the steam and says: "Clear the track."—American Primary Teacher.

Keep out of the pasture if you dislike the frolicking of lambs; keep out of the schoolroom when the buoyancy of childhood gets on your nerves.—American Primary Teacher.

The highest success of a philanthropic movement is to make itself unnecessary. It is most useful when it is useless.—Florida School Experience.

The teachers' institutes are far from being perfect or ideal, but they have great staying qualities, which has never been true of any of their substitutes. The county institute seems to be more firmly established today than ever before and much more useful.—American Primary Teacher.

Kindergartners declare that among the many social courtesies extended the delegates attending the International Kindergarten Union, none was more enjoyable than the reception given Thursday evening at Hoyt Sherman Place with the Des Moines Women's Club members as hostesses. Miss Jeannette Ezekiels, director of the Drake University Kindergarten Training School, introduced the guests to the receiving line, which included Mrs. W. O. Riddell, president of the Women's Club; Miss Mabel MacKinney, president of the International Kindergarten Union; Mrs. B. F. Carroll, president of the State Congress of Mothers; Miss Caroline Murphy, president of the Froebel Association; Miss Hortense Orcutt, of Savannah, Ga., second vice-president of the International Kindergarten Union; Mrs. Homer A. Miller, president of the State Federation of Women's Clubs; Mrs. James Hanna; Miss Luella A. Palmer, corresponding secretary; Miss Netta Faris, recording secretary; Mrs. Charles F. Johnson, president of the City Union of Mothers' Clubs, and Miss Bessie Park, supervisor of the Des Moines Kindergartens.

During the evening a musical program was presented by Dean Holmes Cowper, the Misses Marie and Georgine van Aaken and Miss Helen Saum. Refreshments were served in the dining-room, which was in charge of Mrs. Ella Ford-Miller, Mrs. Henry Hirsch and Miss Irene Hirsch. Assisting in serving were a group of young women from the Drake University Training School.

"Amateur Day" as celebrated by the members of the Rhode Island Kindergarten League at the last meeting proved an unusual and very successful entertainment. The programme opened with selections by the "Bo-bo Band," Misses Dean, Manchester, Lewis, Pettis, Hanrahan, Mecorney, Sampson and Mackie, with Miss Walker as leader. Miss Mildred Sampson gave a recitation, "A Pocket Edition of Barbara Frietchie," and Misses Pettis, Mecorney and Walker added vocal music, the latter winning especial applause with her "Old Maid Song." Miss Hanrahan was the dancer, Miss Manchester the monologuist and Miss Bereton the strong lady. Refreshments were served at the conclusion of this new departure in the league programs.

Training for efficiency wards off many temptations as well as leads to the development of much that is good. Wholesome labor employs the mind, exercises the body, and may be one of the best ways to ennoble the soul. One's occupation and his attitude toward his work are among the chief factors which make or mar his character. The person out of employment, or who through inefficiency is unable to care for and support himself and those dependent upon him, is constantly tempted to do that which is wrong. Hence the importance from a moral standpoint for giving such vocational training as will aid women to care for the home properly and men to make an honest living.

The Northern Michigan Line of Steel Steamers

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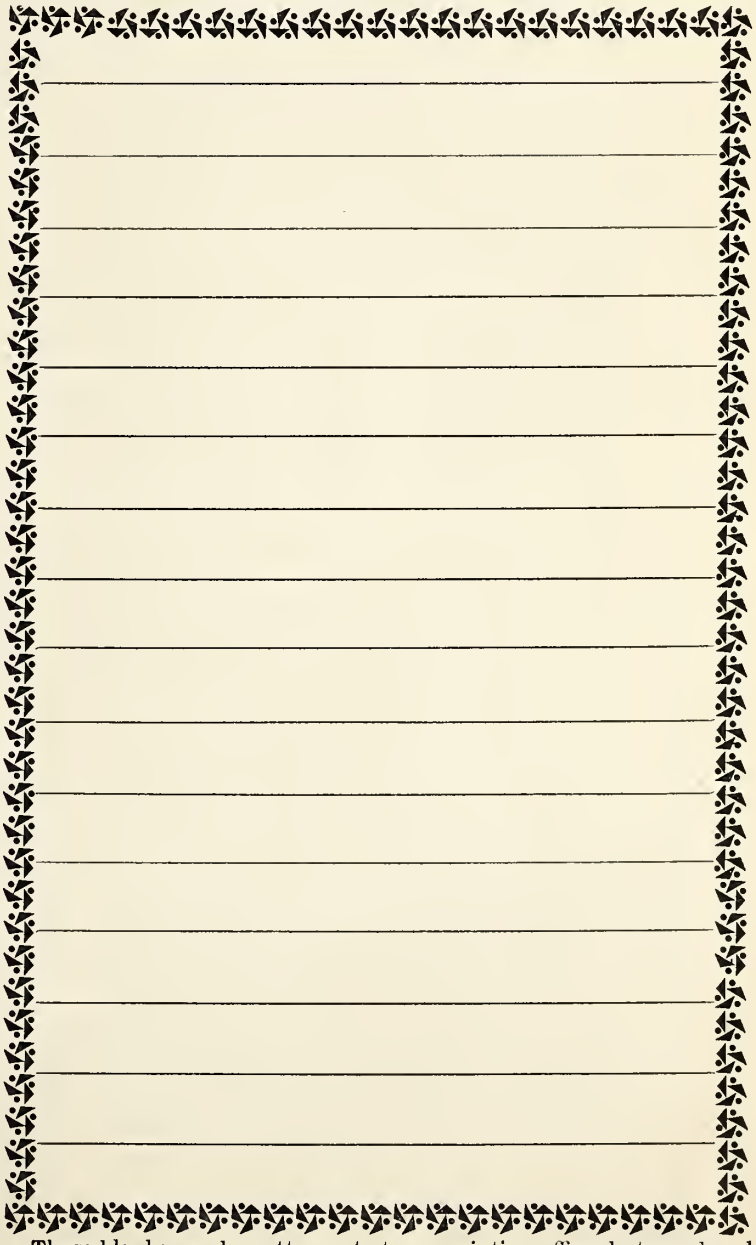
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NEW YORK CITY AND MANISTEE, MICH.

OFFICE OF PUBLICATION

MANISTEE, MICH.

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